ED 360 466 AA 001 240

Resources in Education (RIE). Volume 29, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 94
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 360 467 CE 062 879

Kuwahara, Yasuo
Industrial Relations System in Japan. A New Interpretation. Japanese Industrial Relations Series 16.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Communication; *Employer Employee Relationship; Foreign Countries; Industrial Structure; *Labor Relations; Personnel Management; Quality of Working Life; *Unions; Vocational Education
IDENTIFIERS- *Japan

Opinions about industrial relations (IR) in Japan are extremely diversified. The main concern regarding IR appears to be whether Japan can maintain the vitality and flexibility to cope with the changes in the industrial structure and technology in a stagnant world economy. The lack of opposition and dispute between labor and management may be the most important feature for summarizing labor-management relations in modern Japan when making international comparisons. Hypotheses for understanding Japanese IR have been postulated in regard to the following: unintended consequences, homogeneous structure, business community of management and labor, global competition and the needs for flexibility, adaptability in competitive markets, and transformation of the paradigm of IR. The historical development of labor relations in Japan shows a spirit of cooperation. By any measurement of cooperation, labor-management cooperation is strongest in Japan. A special feature

ED 360 486 CE 064 089

Harmon, C. Michael; Bragg, Debra D.
Exploring Alternative Outcomes for Postsecondary Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For additional information related to this research, see ED 352 553.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Outcomes Assessment; Data Collection; *Evaluation Criteria; *Information Utilization; Outcomes of Education; *Program Evaluation; School Effectiveness; *Two Year Colleges; *Vocational Education

A study examined the types of outcomes that are currently measured in postsecondary vocational education and the uses to which data on institutional, program, and student outcomes are being put. Personnel from 54 of the 63 two-year institutions in 25 states that were originally contacted were interviewed. The respondents represented institutions that offer vocational curricula and that have between 712 and 92,000 students enrolled either part or full time. Most institutions reported conducting outcomes identification and assessment processes. The following data were collected: the types of outcomes identified and measured, outcome identification methods, identified stakeholders in outcomes practices, driving forces behind changes in outcomes practices, and uses of outcomes data. The most frequently identified outcomes (academic success, transfer success, student satisfaction, employer satisfaction, attainment of student goals, employment, licensure exam pass rate, skill attainment, job placement, and student persistence) all represented an expansion of the focus of postsecondary vocational education. However, the diversity of the different outcomes identified by different institutions indicated that a consensus on outcomes has yet to form in postsecondary vocational education. Eighty-nine percent of those interviewed reported that outcomes assessment had resulted in changes (including better decision making and planning, improved instruction, and improved accountability) at their institutions. (MN)

ED 360 487 CE 064 090

Iverson, Maynard J.
Projecting Agricultural Education Programs for the 21st Century Using a Modified Delphi Technique.
PUB DATE- Apr 93
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Delphi Technique; Demography; *Educational Trends; *Enrollment Projections; *Futures (of Society); *Statistical Inference

ED 360 506 CE 064 221

Gomez, Tom; Niss, David S.
Implementation of the Job Training Partnership Act in Montana. A Report to the 53rd Legislature from the Job Training Partnership Act Review Committee.
PUB DATE- Oct 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Coordination; Educational Legislation; Evaluation Criteria; Federal Legislation; *Federal Programs; *Job Training; Postsecondary Education; Program Costs; *Program Evaluation; *Program Implementation; Program Improvement; *State Action; Statewide Planning
IDENTIFIERS- *Job Training Partnership Act 1982; *Montana; Private Industry Councils

In 1991-1992, the Montana state legislature's Job Training Partnership Act (JTPA) Review Committee evaluated implementation of JTPA in Montana. The committee gathered background information on JTPA and state laws and programs implementing the federal programs and heard testimony on the plans and state job training programs. After 3 meetings, the committee made 23 recommendations and comments to the state organizations responsible for the plans and programs. The recommendations and comments on the state coordination and special services plan focused on the following: the lack of criteria for determining existing and needed coordination steps, the appropriateness of certain services and their relationships to the purposes of JTPA, coordination of the activities of Private Industry Councils (PICs) and state organizations, the use of incentive grants by PICs, the accuracy of estimated training costs per participant, and changes in the list of target groups of persons to be served by JTPA. As of 1990, JTPA served approximately 7,000 Montana residents at a cost of approximately $12.5 million. (Appendixes include a review of past performance audit work regarding JTPA programs, recommended performance standards for improving JTPA plan auditability, a review of coordination among job training programs in Montana, and 23 recommendations and comments.) (MN)

ED 360 507 CE 064 222

Army Training. Expenditures for Troop Schools Have Not Been Justified. Report to the Chairman, Subcommittee on Readiness, Committee on Armed Services, House of Representatives.
PUB DATE- Jul 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Armed Forces; Cost Effectiveness; *Costs; Enlisted Personnel; *Job Training; Military Service; *Military Training; *Needs Assessment; Postsecondary Education; Program Administration; *Program Effectiveness; Program Evaluation; Vocational Education
IDENTIFIERS- *Army; *Troop Schools

A review of the Army's troop schools found that the internal control weaknesses in the program first reported over 10 years ago still existed. Expenditures were not justified. Most justifications reviewed were not based on assessed performance

ED 360 524 CE 064 259

Educating for High Performance. Honoring Change in Connecticut's Schools. Selected Change Efforts.
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Career Guidance; *Demonstration Programs; *Educational Change; Educational Development; Educational Practices; *Educational Quality; Elementary Secondary Education; Guidance Programs; *Instructional Innovation; Integrated Curriculum; Interdisciplinary Approach; Participative Decision Making; Sex Fairness; State Programs; Statewide Planning; Strategic Planning; Technology Education; *Vocational Education
IDENTIFIERS- *Connecticut

This booklet describes 46 change efforts that Connecticut educators have undertaken to ensure that all students have the opportunity to learn at high levels and to succeed in a high performance economy. They are organized by category according to whether they are district-level changes, demonstration schools, or instructional practices. A summary and contact person are included for each change effort. District-level changes include the following: systemwide strategic planning, success-oriented model, shared decision making, total quality in education, systemwide performance assessment, and systemwide restructuring. Demonstration school changes relate to these areas: shared decision making, restructuring, total quality education in a high school, changes for the 21st century, school-within-a-school, coalition of essential schools, student education planning, and student competencies as well as student demonstrations. These instructional practices are recognized: interdisciplinary curriculum; chemistry with computers; principles of technology; authentic assessment--mathematics; sci-math-tech curriculum; portfolio assessment; promoting gender equity; geography lab; early intervention/reading; integrated learning initiative; teaching total quality techniques; multilevel classes; Green Wave Enterprises; integrated guidance program; instilling academic responsibility; alternative assessment--English; tech prep; computer technology plan; technology in math; community support program; teen parenting program; individualized vocational education; and integration of vocational and academic education. (YLB)

ED 360 525 CE 064 282

Robinette, Martha
Resource Handbook for Teachers and Counselors...A Collection of Ideas, Facts, Resources, and Project Summaries from the PACE Summer Institute (6th, Pendleton, South Carolina, June 15-26, 1992).
SPONS. AGENCY- South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Jun 92
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 360 544 CE 064 329

Hall, William C., Ed.
What Future for Technical & Vocational Education & Training? Selected papers presented at the International Conference of the National Centre for Vocational Education Research (Melbourne, Victoria, Australia, December 14-18, 1992).
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 93
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Competency Based Education; Educational Assessment; *Educational Change; Educational Policy; Educational Practices; Educational Quality; *Educational Trends; Education Work Relationship; Foreign Countries; *Futures (of Society); Postsecondary Education; Program Evaluation; *Program Improvement; Quality Control; Secondary Education; *Technical Education; *Vocational Education
IDENTIFIERS- *Australia; Liberia; New Zealand; Scotland; United States

This collection of articles of international appeal on the future of vocational and technical education and training begins with an introduction by William Hall and includes the following papers: "New Vocationalism in the United States: Potential Problems and Outlook" (Benson); "Learning within a Work Context: Training Concepts, Experience, Developments" (Laur-Ernst); "The Unitisation of Qualifications across the Academic/Vocational Divide: Implications for Curriculum Design and the Measurement of Quality" (Stanton); "Reform of Tertiary Education: The New Zealand Experience" (O'Connor); "Policies and Practices in Vocational Education and Training in Australia" (Stevenson); "Influences and Trends in the Liberian Vocational/Technical Education System: Prospectus for the Nineties and Beyond" (Witherspoon); "Reforming Vocational Learning? Contradictions of Competence" (Jackson); "Lessons Learned in Scottish Competence-Based Systems" (Gunning); "How Convincing Are the Arguments against Competency Standards?" (Hager); "Selection for Vocational Education: Some Lessons from Elsewhere" (Foyster); "Quality Improvement in the Vocational Education and Training Industry" (Holland); and "Quality Assurance Audits in Technical and Further Education: Meeting the Needs of the Ministers" (Navaratnam). Most of the papers include substantial bibliographies. (MN)

ED 360 545 CE 064 330

Hall, William; Saunders, John
Getting to Grips with Assessment.
PUB DATE- 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; *Competency Based Education; Criterion Referenced Tests; *Evaluation Methods; Foreign Countries; Models; Prior Learning; Program Development; Self Evaluation (Individuals); *Student Evaluation; Test Bias; Testing; *Testing Programs; Test Reliability; *Test Use; Test Validity; *Vocational Education

ED 360 563 CE 064 368

Barton, David; And Others
Ordinary People Writing: The Lancaster and Sussex Writing Research Projects.
PUB DATE- 93
NOTE- 35p.; Papers presented at the Ethnography in Education Research Forum (Philadelphia, PA, February 1993) and at the Literacy Speaker Series (Amherst, MA, February 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Literacy; Archives; Creative Writing; Descriptive Writing; Ethnography; Foreign Countries; Local History; Observation; Personal Narratives; Reading Writing Relationship; Social Background; Writing (Composition); Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS- *England (Lancaster); *England (Sussex)

This collection of four papers focuses on the Lancaster and Sussex Projects (England) that place an emphasis on writing outside of school and outside of work by "ordinary" people in their everyday lives. The papers refer to each other; the first is an introduction for the others. "Introduction: Making Writing Visible on the Outside" (David Bloome) describes the Lancaster Project, which seeks to learn what writing is being done in families and communities by ordinary people and the Sussex Project, which asks ordinary people to write about what they observed and thought and then send it to the Mass Observation Archive, a "people's ethnography and historical record" of life in Britain. "Literacy in the Community: A Case Study from Lancaster, England" (David Barton) presents the story of one man and his everyday uses of reading and writing and how they change. "Writing for...Questions of Representation/Representativess, Authorship, and Audience" (Dorothy Sheridan) explores some aspects of the social relationships within which writing for the archive being created by the Sussex Project takes place. "Literacy Practices and the Mass Observation Project: The Place of Writing in People's Lives" (Brian Street) describes the methodology of the project and addresses some substantive issues that have emerged, such as theories of literacy and the relationship between literacy and orality. (YLB)

ED 360 564 CE 064 382

Prisoners as Parents. Building Parenting Skills on the Inside.
SPONS. AGENCY- Administration for Children and Families (DHHS), Washington, DC. Family and Youth Services Bureau.
PUB DATE- Jun 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Correctional Education; Educational Finance; *Family Programs; Grantsmanship; Parent Child Relationship; *Parent Education; Parenting Skills; Parents; *Parent Workshops; *Prisoners; *Program Development; *Program Implementation; Resources

This handbook is intended to provide a guide to incarcerated

ED 360 583 CG 024 962

Byrne, Christina A.; And Others
Attributions for Partner Behavior in Violent and Nonviolent Couples.
PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Behavior Patterns; *Family Violence; *Interpersonal Relationship; *Marital Satisfaction; Marriage; *Spouses

This study was conducted to examine the moderating effects of attributions on the relationship between marital satisfaction and marital violence. It was predicted that distressed spouses who made more maladaptive attributions for partner behavior would be more likely to engage in marital violence than would distressed spouses who offered fewer maladaptive attributions for partner behavior. Sixty-six married couples participated in the study. Each spouse independently completed a battery of self-report measures and provided demographic information. Subjects completed the Conflict Tactics Scales (CTS), the Dyadic Adjustment Scale (DAS), and the Relationship Attribution Measure (RAM). The findings revealed that, consistent with prior research, decreased marital satisfaction was significantly associated with increased marital violence for husbands and for wives. Increasing marital distress was significantly associated with more causal attributions and more responsibility attributions for negative partner behaviors. Marital violence was significantly related to maladaptive responsibility attributions among husbands. Marital violence was not related to causal attributions among husbands, nor was marital violence related to responsibility attributions or causal attributions among wives. The findings revealed that attributional processes moderated the relationship between marital satisfaction and marital violence among husbands, but not among wives. (NB)

ED 360 584 CG 024 963

Richards, Janet C.; And Others
Psychological and Personal Dimensions of Students and Teachers in High Schools for the Visual and Performing Arts.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- High Schools; *High School Students; Locus of Control; *Personality Traits; *Psychological Characteristics; *Secondary School Teachers; *Theater Arts; *Visual Arts

Little is known about the students and teachers in high schools for the visual and performing arts. This study was conducted to examine the affective dimensions, particular needs and interests, and distinct patterns of characteristics of these students and teachers. Students (N=191) and artist/teachers (N=102) in high schools for the visual and performing arts

ED 360 602 CG 024 987

Dropout Prevention: Partnerships & Programs.
PUB DATE- 88
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Partnerships in Education; *Potential Dropouts; Secondary Education
IDENTIFIERS- *Florida

This document consists of a compilation of partnership activities and programs relating to dropout prevention. Emphasis is placed on activities occurring in Florida, although there are some national organizations and programs highlighted in the report. The report is intended to provide the reader with an awareness of the different ways partnerships are being used in dropout prevention activities. Contact information for those persons who can furnish more in-depth information on each of the activities is included. A brief introductory section defines a dropout and notes that 32.62% of Florida's entering high school freshmen do not graduate from high school. This section is followed by a list of characteristics of dropouts. The major sections of the report focus on national dropout prevention organizations and activities; national private sector dropout prevention initiatives and partnership activities; Florida organizations and dropout prevention activities; dropout prevention programs and partnership activities of Florida's postsecondary institutions; and selected dropout prevention programs and partnership activities of Florida school districts, arranged by county. For each organization/activity, the name and address of the project are given, along with information on the contact person and a brief description of the project. Contains a list of eight resource organizations and their publications. (NB)

ED 360 603 CG 024 988

Preventing Alcohol and Other Drug Problems in Our Communities: Case Studies and Resources.
SPONS. AGENCY- Alcohol, Drug Abuse, and Mental Health Administration (DHHS/PHS), Rockville, MD. Office for Substance Abuse Prevention.
PUB DATE- 92
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alcohol Abuse; Case Studies; *Community Organizations; *Drug Abuse; *Prevention

This publication is part of a project of the Community Information Exchange to identify alcohol and other drug prevention strategies that have been tried and tested by community-based organizations. It contains complete case studies of model projects, the full listing of all technical assistance providers and funders, and abstracts of written materials developed for this project. Each case study presents the project, its setting, development, funding, and lessons learned. The projects included in this document are: (1) Abbortsford Crime and Drug Prevention Project; (2) Alternative Activities for Youth; (3) Community Responses to Drug Abuse;

ED 360 622 CS 011 374

Riley, Margaret C.; Coe, Donna L.
Whole Language Discovery Activities for the Primary Grades.
PUB DATE- 92
NOTE- 335p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Class Activities; Educational Games; Elementary School Teachers; *Integrated Activities; Listening Skills; Mathematics Instruction; Parent Participation; Primary Education; Reading Instruction; Science Instruction; Social Studies; Speech Communication; Vocabulary Development; *Whole Language Approach; Writing Instruction
IDENTIFIERS- Blooms Taxonomy

For the K-3 teacher, this book presents hundreds of ready-to-use individual and group activities for developing reading, writing, listening, and speaking skills, all correlated with other curriculum areas and organized into nine monthly sections. The book includes teaching strategies, individual and group games, activity sheets, quizzes, writing exercises, and vocabulary builders. Each of the monthly sections provides: (1) three forms of literature (a Caldecott book title with a synopsis, a poem, and a traditional song) corresponding with monthly themes; (2) language, math, social studies, and science activities developed through the thinking levels of Bloom's taxonomy for each literature form; (3) a "skill correlation chart" correlating the activities with key concepts in language, math, social studies, and science; (4) display ideas for the monthly book, song, and poetry selections; and (5) reproducible open-ended "think sheets" to facilitate recording ideas in individual, small group, and large group activities. The book also includes an introductory discussion of whole language and Bloom's taxonomy, sections on management and evaluation to help teachers integrate instruction to fit other literature selections, and a parent section to promote home support and encouragement. (RS)

ED 360 623 CS 011 375

Erlenbusch, Sue Jones
Favorite Books Activities Kit: Ready-to-Use Quizzes, Projects and Activity Sheets for Grades 4-8.
PUB DATE- 93
NOTE- 351p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Books; *Childrens Literature; *Class Activities; Critical Thinking; Intermediate Grades; Junior High Schools; *Literature Appreciation; Middle Schools; *Reading Comprehension; Recreational Reading; *Tests; Thinking Skills; Vocabulary Development
IDENTIFIERS- Reading Uses

Designed to introduce students to pleasure reading while teaching and reinforcing reading comprehension, vocabulary, writing, and critical thinking skills, this book presents over 240 reproducible quizzes, activities, and project pages. The book is divided into 12 monthly units covering four favorite children's books each, all suitable for students at a broad

ED 360 643 CS 213 972

Collins, Linda
A Study To Determine the Effect of Writing Activities on Reading Comprehension on Second Grade Students at Linden School.
PUB DATE- Oct 87
NOTE- 62p.; M.A. Thesis, Salem College.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Elementary School Students; *Grade 2; Instructional Effectiveness; Language Experience Approach; Primary Education; *Reading Comprehension; Reading Research; *Reading Writing Relationship; *Writing Assignments; Writing Research
IDENTIFIERS- Harrison County Schools WV

A study investigated what effect, if any, a planned program of writing activities had on reading comprehension. A group of second grade students from Linden Elementary School, West Virginia, were the subjects. Subjects were divided into a control (12 students) and an experimental (13 students) group. Both groups were given a pretest and a posttest. The experimental group was exposed to a writing program consisting of language experience activities and received classroom instruction for approximately 30 minutes each school day. The t-test was used to analyze the data collected. The critical "t" was not exceeded in the posttest for the comprehension sentences or comprehension passages. Results indicated that while the writing activities did affect the comprehension of the experimental group, improvement was not statistically significant. (Eight tables of data are included; 28 references, a list of activities, 8 appendixes of data, and a list of examples of language experience activities are attached.) (RS)

ED 360 644 CS 213 973

Graham, Jean E.
Job-Hunters in the Composition Classroom: A Pragmatic Approach to the Personal Narrative.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Choice; College Freshmen; Freshman Composition; Higher Education; Motivation Techniques; Personal Narratives; *Student Interests; *Writing Assignments; *Writing Skills
IDENTIFIERS- Personal Writing; What Color Is Your Parachute; Writing Contexts

Because most undergraduate students have two main interests--personal relationships and getting jobs--first year composition students respond positively to a series of career-based assignments which are both personal and pragmatic. "What Color is Your Parachute? A Practical Manual for Job Hunters and Career Changers," by Richard Nelson Bolles provides a starting place for these assignments. After completing a workbook assignment in which they describe who they are as workers and the ideal employment for them, students summarize what they have discovered about themselves and the work they like. Later assignments include a resume and cover letter, an essay using

ED 360 662 CS 508 246

Willmington, S. Clay; Steinbrecher, Milda M.
Assessing Listening in the Basic Course: The University of Wisconsin-Oshkosh Listening Test.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993). Legibility is poor.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Higher Education; Introductory Courses; *Listening Comprehension; *Listening Comprehension Tests; *Speech Communication; Test Bias; *Test Construction; Testing; Test Reliability; Test Validity
IDENTIFIERS- Listening Research; *University of Wisconsin Oshkosh

A "Fundamentals of Speech Communication" course is required of all college students, and upon completion of such a course students should possess those basic speaking and listening skills necessary to complete successfully their college educations. With a view toward developing a new, more effective listening test, a study examined research in listening test development. The study also explained how the University of Wisconsin-Oshkosh Listening Test was developed and reported what was learned regarding the properties and performance of the test. The validity of the test was assessed using three procedures: the content procedure, the predictive procedure, and the known-groups method. Validity was also promoted by implementing suggestions and findings reported by listening assessment theorists. Two typical kinds of reliability tests were conducted in the test: test-retest and the Kuder-Richardson #20. Bias in regard to gender did not appear to exist in the test. No claims can be made concerning race bias since few minority students have taken the test. The test was subjected to item analysis to check for difficulty and discriminating power. The test can be administered successfully to up to 30 students in a single classroom by use of a one-half inch VHS video playback unit and monitor. Of 916 students tested, scores ranged from a low of 15 to a high of 52. The mean score was 34.77 with a standard deviation of 5.55. (A profile of the questions on the test and 24 references are attached.) (RS)

ED 360 663 CS 508 247

Bauer, Mike
A Novice and Novel Approach to Encouraging Participation in Debate, the Novice Debate Association.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993). Contains dot-matrix print of uneven quality.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; Persuasive Discourse; Program Descriptions; Undergraduate Students

ED 360 681 EA 025 090

Brown, Harry T., Jr.
Helping School Districts Develop Programs for Fulfilling the Educational Needs of Homeless Children.
PUB DATE- Jun 93
NOTE- 94p.; M.S. practicum report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Attendance; Cooperative Programs; Delivery Systems; *Educational Needs; Elementary Education; Elementary School Students; *Homeless People; Inservice Education; *Program Development; Program Evaluation; *School Districts; Self Esteem; Social Agencies; Suburban Schools; *Tutors
IDENTIFIERS- *Pinellas County School System FL

Three objectives were developed to help school districts deliver effective educational services to homeless children at two suburban elementary schools in Pinellas County, Florida. The strategies included an individualized tutorial approach to increase daily school attendance among targeted homeless children, a teacher inservice training program and manual to sensitize school personnel to the problems involved in educating homeless children, and a homeless project-services pamphlet distributed to social-services providers to facilitate communication with schools. Project-evaluation tools included: (1) school-attendance records for targeted homeless children (revealing that 91 percent increased daily attendance); (2) pre- and post-test results of teacher inservice training (showing participants' substantially increased knowledge about homeless children's unique problems); (3) a training manual for school and community personnel working with homeless children that enhanced teacher inservice training; and (4) a pamphlet identifying services available to homeless children and their families. Besides helping to increase student attendance, the tutorials succeeded in communicating a sense of self-worth and personal importance. Appendices include the project's inservice training pretest and posttest, the inservice training manual, and the pamphlet identifying available homeless services. (Contains 17 references.) (MLH)

ED 360 682 EA 025 104

Beeson, Geoffrey W.
Collaborative Decision-Making between Principals and Teachers in Victorian Schools.
PUB DATE- Jul 92
NOTE- 12p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (22nd, Ballina, New South Wales, Australia, July 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Decentralization; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; *Participative Decision Making; *Principals; *School Based Management; Secondary School Teachers; *Teacher Administrator Relationship
IDENTIFIERS- *Australia (Victoria)

Findings of a study that outlined the nature and scope of

ED 360 701 EA 025 145

Leithwood, Kenneth; And Others
Secondary School Teachers' Commitment to Change: The Contributions of Transformational Leadership.
PUB DATE- Apr 93
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Leadership; Models; Organizational Change; *Organizational Climate; Path Analysis; School Restructuring; Secondary Education; *Secondary School Teachers; Teacher Attitudes; *Teacher Motivation
IDENTIFIERS- *Transformational Leadership

Findings of a study that examined the extent to which transformational forms of leadership contribute to teacher commitment are presented in this paper. Teachers' commitment to change is expressed as a function of personal goals, two types of personal agency beliefs, and emotional arousal processes. Alterable variables giving rise to commitment are conceptualized as a set of eight in-school and out-of-school conditions as well as seven dimensions of transformational leadership practices. Data were derived from a survey of 168 teachers (of whom 91 percent were involved in implementing school improvement efforts) in 9 secondary schools in a large urban school district. Path analysis was used to generate three models. Findings indicate that each class of variables appeared to exercise a significant influence on teachers' commitment. Vision-creating and goal consensus-building practices of school leaders had especially strong effects on motivational conditions associated with teachers' personal goals, which, in turn, were significantly related to teachers' context and capacity beliefs. In summary, the dimensions of leadership practice that contributed most to teachers' commitment to change were those that helped to give direction, purpose, and meaning to teachers' work. Four figures and four tables are included. (Contains 68 references.) (LMI)

ED 360 702 EA 025 146

Leithwood, Kenneth; Steinbach, Rosanne
Total Quality Leadership: Expert Thinking Plus Transformational Practice.
PUB DATE- Apr 93
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; Instructional Leadership; *Leadership; *Leadership Styles; *Management Development; *Organizational Development; Principals; Problem Solving; Secondary Education
IDENTIFIERS- *Total Quality Management; *Transformational Leadership

Findings of a study that examined the application of total quality leadership to understand effective leadership practices

ED 360 721 EA 025 169

Silins, Halia C.
The Relationship between School Leadership and School Improvement Outcomes.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; *Leadership Styles; Least Squares Statistics; Models; Multivariate Analysis; Orthogonal Rotation; Outcomes of Education; *Path Analysis; School Restructuring
IDENTIFIERS- *British Columbia

This paper tests the degree of overlap between operational definitions of transformational and transactional leadership, the nature of the relationships between the constructs of transformational and transactional leadership, and specified outcomes in an empirically derived data set by the application of two forms of analysis. Based on Bass's (1985) model, canonical analysis and partial least-squares analysis are applied to derive two path models. The data set was obtained from 1991 Canadian survey data that measured British Columbian school personnel's perceptions about the Primary Program, a mandated school reform policy. Findings indicate that transformational leadership influences school, teacher, and program/instruction outcomes directly and strongly. Evidence is presented for the positive, correlational nature of the relationship between the two kinds of leadership. The findings cast strong doubts on the usefulness of analyses that assume an orthogonal relationship between transformational and transactional leadership as independent variables. They also support the correlational view of the nature of the relationship between the two types of leadership. This was achieved by examining the structure of the two leadership concepts, the assumptions and procedures underlying the two modes of analysis, and the relationship between leadership and school improvement outcomes as presented in the two path models. Three tables are included. (Contains 44 references.) (LMI)

ED 360 722 EA 025 170

Jenni, Roger W.
Observing Different Attitudes in School Restructuring: Elementary vs. Secondary.
PUB DATE- Apr 93
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *Organizational Climate; *Participative Decision Making; Power Structure; *School Based Management; *School Restructuring; Teacher Attitudes

ED 360 740 EA 025 193

Simkins, Tim
The Consequences of School-Based Management in England and Wales: A Review of Some Evidence from an Economic Perspective.
PUB DATE- Apr 93
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Economics; Educational Equity (Finance); Educational Finance; *Efficiency; Elementary Secondary Education; Foreign Countries; *School Based Management; *School Effectiveness
IDENTIFIERS- *England; *Wales

School-based management has been a key element of education reform in the United Kingdom. Under Local Management of Schools (LMS), individual schools are given broad power over management of school budgets and most aspects of personnel and buildings. Two factors influence the transition to greater local control of schools. First, parental choice and other changes are increasing market pressures on the school system. Second, the market is being tightly controlled through implementation of a National Curriculum and assessment. A review of literature on efficiency and effectiveness of resource management and LMS leads to a hypothesis that, at a macro level, formula funding tends to favor larger schools. This calls into question assumptions upon which school funding is based. At the school level, LMS seems to encourage efficiency in resource management. However, it is unclear how this may be affecting learning outcomes. There is little evidence that LMS improves school effectiveness. Schools' response to LMS seems to hinge on how they have fared under it and the management style of school leaders. This research suggests that, while concepts of efficiency and effectiveness are useful measures for examining LMS, more rigorous and consistent use of the concepts is needed. (Contains 44 references.) (JPT)

ED 360 741 EA 025 194

Lee, Sharon Shockley
Hegemony in an Elementary School: The Principal as Headless Horseman.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; *Drama; Elementary Education; *Ethnography; Ideology; *Principals; Symbolism; Symbols (Literary)
IDENTIFIERS- *Dramaturgy; *Hegemony

The term "dramaturgy" is derived from the notion of a theoretical performance. In the theater, the audience consents to temporarily suspend disbelief and unquestionably accepts the

ED 360 760 EC 302 331

Flagg-Williams, Joan B.; And Others
Learning To See the World through the Eyes of Persons with Mental Retardation.
PUB DATE- 4 Jun 93
NOTE- 13p.; Poster presented at the Annual Meeting of the American Association on Mental Retardation (117th, Washington, DC, June 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavioral Science Research; Behavior Change; *Behavior Patterns; *Case Studies; Empathy; Ethics; Group Discussion; Inservice Education; *Mental Retardation; Quality of Life; *Staff Development

This paper is intended to assist people who work with persons having mental retardation to better understand what life is like for these individuals. The recommended training program is based on a case study approach, with guided experiences in small study groups led by trained leaders. Principles of training for group leaders are identified, followed by a discussion of the importance of the group developing a code of ethics to protect the confidentiality of the individuals being studied. Next, guidelines for selecting a person to study are offered, with each participating care giver studying one individual for an entire year. Group meetings are recommended on an approximately biweekly basis. Case study activities include: (1) writing descriptive behavioral anecdotes; (2) distinguishing objective from subjective observations; (3) identifying and listing recurring patterns of behavior; (4) selecting a pattern of behavior for analysis by the multiple hypotheses method; and (5) describing life experiences from the perspective of persons with mental retardation. Benefits of such case study activities are listed, including improved ability to objectively record and interpret behavioral materials, withholding of judgments about behavior when evidence is lacking, taking care to substantiate statements about behavior with evidence, willingness to seek the meaning or function of behavioral patterns, and knowledge and appreciation of the difficulties faced by people with mental retardation. (Contains nine references.) (DB)

ED 360 761 EC 302 332

Harlan, Jane E.
Yes We Can: Overcoming Obstacles to Creativity.
PUB DATE- 3 Jun 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (117th, Washington, DC, June 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Art Activities; Attitude Change; Children; *Creative Development; *Creative Expression; *Creativity; *Developmental Disabilities; Individual Development; Self Expression; Talent Development

ED 360 780 EC 302 352

Chesnick, M. A.; And Others
Development of Metalinguistic Skills in Children of Varying Language Ability.
SPONS. AGENCY- National Inst. on Deafness and Other Communications Disorders, Bethesda, MD.
PUB DATE- Nov 92
NOTE- 20p.; Paper presented at the Annual Convention of the American-Speech-Language-Hearing Association (San Antonio, TX, November 20-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Comprehension; Discourse Analysis; Early Childhood Education; Language Acquisition; *Language Handicaps; Language Patterns; *Language Processing; Language Skills; *Metalinguistics; *Oral Language; Phonemes; *Reading Ability; Sentences; Short Term Memory

This study examined the development of metaprocessing abilities in children with varying degrees of language abilities and sought to determine if the patterns of metaprocessing development that emerged were similar for these ability groups. Subjects were 141 children ages 4-5 at the beginning of the study, divided into a control group, a low average group, and a group with specific language impairment (SLI). Measures included initial standardized language intake measures, oral language metaprocessing measures given 6 months after the start of the study and then two more times at approximately 6 month intervals, and standardized reading measures at the end of the study. The language metaprocessing measures examined the children's comprehension; short term memory; and linguistic awareness at the phoneme, word, sentence, and discourse levels. The three groups performed significantly differently from one another at all three times, with the SLI group performing most poorly. However, there were no intergroup differences in the developmental trends or patterns that were emerging for overall metalinguistic development. Performance of each group on specific metalinguistic tasks is analyzed. The paper concludes that oral language skills and early reading abilities are related, and that SLI children do not "catch up" in terms of their metalinguistic abilities and appear to have great difficulty in the initial stages of reading. (JDD)

ED 360 781 EC 302 353

Tuss, Paul
Quality of Subjective Experience in a Summer Science Program for Academically Talented Adolescents.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Apr 93
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; Apprenticeships; *Enrichment Activities; Field Trips; Grade 10; High Schools; High School Students; Laboratory Experiments; Physics; Racial Differences;

ED 360 799 EC 302 371

Kierstead, John T.; Donovan, Susan
The Education of Preschool Exceptional Children. A Guide for School Administrative Units and Child Development Services Coordination Sites.
PUB DATE- 90
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *At Risk Persons; *Delivery Systems; *Disabilities; Financial Support; Handicap Identification; Networks; *Preschool Children; Preschool Education; State Agencies; *State Programs; Statewide Planning; Student Evaluation
IDENTIFIERS- *Maine

This paper describes service delivery to Maine's preschool exceptional children (ages 3 to 5) in the context of a public school setting, and examines the relationship among Maine's Department of Education, Department of Human Services, Department of Mental Health/Mental Retardation, School Administrative Units, Child Development Services (CDS), and CDS Coordination Sites. Child Development Services is described as a statewide interdepartmental coordination network of services for children who have handicaps or are at risk for developmental delay, and for their families. The role of Child Development Services in coordinating services to ensure a free and appropriate education to the target population is emphasized. The paper introduces the history of service to and the education of preschool children in Maine and its interagency, collaborative focus. Issues related to Childfind and preschool screening, the Pupil Evaluation Team process, Child Count, program options, and state and federal funding are addressed. Appendixes offer a list of CDS Coordination Sites and an organizational chart. (Contains 20 references.) (JDD)

ED 360 800 EC 302 382

Murphy, Stephen; And Others
Developing Natural Supports in the Workplace: A Manual for Practitioners.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Employment Programs; Job Development; Job Training; *Normalization (Handicapped); Program Development; *Severe Disabilities; Social Integration; *Social Support Groups; *Supported Employment; *Work Environment

The Pioneer-Syracuse University Project was designed to help people with severe disabilities find community jobs and become integral participants in their work places, using on-site and off-site resources and supports from job personnel and other community members. Specifically, project staff who had directly

ED 360 819 FL 021 353

Ozolins, Uldis
Interpreting Translating and Language Policy. Report to the Language and Society Centre, National Languages Institute of Australia. NLIA Occasional Paper No. 3.
PUB DATE- 91
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Policy; Foreign Countries; Language Planning; Language Role; Opinion Papers; Policy Formation; *Public Policy; *Translation
IDENTIFIERS- *Australia (Victoria)

This research report is intended to provide the National Languages Institute of Australia (NLIA) with an overview of the issues demanding attention in the fields of interpreting and translating. While interpreting and translating have received attention in major language policy reports, subsequent language policy implementation has rarely encompassed these issues. This report argues that the NLIA could have a significant policy and practical role in evaluating present needs related to interpreting and translating and addressing problems in the field. The project described reviews major policy documents on language service organization and review; outlines institutional development in the interpreting and translating field in terms of language services, courses, professional issues, and the private market; and identifies some major policy issues. Recommendations to the NLIA based on these analyses are included. The paper is organized into several topics: interpreting and translating in the context of the NLIA and the National Policy on Languages; the history and current status of interpreting and translating in Australia; and relevant policy issues. Appended items describe persons consulted for the report, a telephone interpreter service, and a interpreting/translating and language aide course accredited by the National Accreditation Authority for Translators and Interpreters. (Contains 58 references.) (JP)

ED 360 820 FL 021 359

Language and Language Education: Working Papers of The National Languages Institute of Australia, Volume 1, Number 1.
PUB DATE- 91
NOTE- 119p.; For individual articles, see FL 021 360, FL 021 362-364 and ED 342 209.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Bilingual Education; Communicative Competence (Languages); Computer Oriented Programs; *English (Second Language); Foreign Countries; Intercultural Communication; Junior High Schools; Language Proficiency; *Language Tests; Samoan; Screening Tests; *Second Language Learning; Student Placement; *Testing; Uncommonly Taught Languages
IDENTIFIERS- *Australia; Western Samoa

This volume on language issues within Australia contains five research papers: "Patterns of Inter-Cultural Communication in Melbourne Factories: Some Research in Progress" (Michael Clyne); "Developing Proficiency Scales for Communicative Assessment" (D. E. Ingram, Elaine Wylie); "Rapid Profile: A

ED 360 842 FL 021 419

Parkinson, Brian
Can Applied Linguists Do Ethnographic Interviews?
PUB DATE- 93
NOTE- 16p.; For serial publication in which this paper appears, see FL 021 410.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Applied Linguistics; *Ethnography; Foreign Countries; French; *Interviews; Italian; Research Methodology; Second Language Learning; Statistical Analysis

Eight subjects who had used "study packs" in their learning of French and Italian were interviewed by colleagues of the teachers who wrote them. This article presents an analysis of attempts at an ethnographic interviewing strategy, entailing an open-ended approach and adoption of an 'outsider' role. A coding system designed to measure 'ethnographicity,' with sample codings and descriptive statistics, is presented, together with subjective analyses of sample interviews. The surprising and highly provisional conclusion is that insider interviews can sometimes achieve similar results to ethnographers, but by rather different means. Contains 4 references. (Author)

ED 360 843 FL 021 420

Sikogukira, Matutin
Influence of Languages Other than the L1 on a Foreign Language: A Case of Transfer from L2 to L3.
PUB DATE- 93
NOTE- 25p.; For serial publication in which this paper appears, see FL 021 410.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *English (Second Language); Foreign Countries; *French; Language Proficiency; Language Research; *Second Language Learning; *Transfer of Training
IDENTIFIERS- *Cognates

Most research on language transfer has been conducted on the first and second language. This paper describes a case of transfer from the second language to the third language, specifically the influence of French (L2) on the learning of English (L3). The study focuses on French-English lexical cognates and suggests that although the learners perceive French and English as closely related, they do not adopt a wholesale transfer strategy. Their assessment of the transferability of the cognates seems to depend on such factors as the category of cognates, the sense relations holding between cognates and other semantically related lexemes, and the learners' level of proficiency. (Author/JL)

ED 360 844 FL 021 421

Kenyon, Dorry; Stansfield, Charles W.
Evaluating the Efficacy of Rater Self-Training.
PUB DATE- 3 Aug 93
NOTE- 27p.; Paper presented at the Annual Meeting of the Language Testing Research Colloquium (15th, Cambridge, England, August

ED 360 862 FL 021 449

Cazabon, Benoit; And Others
La pedagogie du francais langue maternelle et l'heterogeneite linguistique. Condense; Volume I; Volume II (French Native Language Pedagogy and Linguistic Heterogeneity. Summary; Volume I; Volume II).
PUB DATE- 92
NOTE- 402p.; In three volumes: "Condense"; Volume I (full report); Volume II ("Les Bibliographies et les Annexes").
LANGUAGE- French
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Classroom Techniques; *Cultural Pluralism; Demography; *Educational Strategies; Elementary Secondary Education; Foreign Countries; *French; Language Research; *Native Language Instruction; Politics of Education; State Surveys; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Francophone Education (Canada); *Ontario

An Ontario (Canada) study had these objectives: to (1) examine the nature of linguistic heterogeneity in five regions of French Ontario; (2) analyze instructional strategies appropriate for French native language instruction; (2) offer general recommendations and specific interventions to facilitate adaptation of French language instruction for linguistically heterogeneous populations. The report consists of three volumes: a summary; a report of the study's methodology and results; and bibliographies and appendixes. The study consisted of a review of literature, a survey of teachers and administrators, and an analysis of French native language teaching guides and curricula. Results are discussed in some detail, and suggestions for political, pedagogical, and community action are outlined. The bibliographies include 1 general and 10 thematic bibliographies. Appendixes include the questionnaires used to survey superintendents and program directors, the questionnaire used to interview teachers, and statistical tables. (MSE)

ED 360 863 FL 021 452

Kuntz, Patricia S.
Habari Za Kiswahili: The History of Swahili Instruction at the K-12 Level in Madison, Wisconsin.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Languages; African Studies; Black Studies; Elementary Secondary Education; Federal Programs; Instructional Materials; *Program Descriptions; Program Development; Second Language Learning; *Second Language Programs; *Swahili; Uncommonly Taught Languages
IDENTIFIERS- *Madison Public Schools WI; National Defense Education Act

Since the enactment of the 1958 National Defense Education Act, funded universities have provided African language instruction at the postsecondary level. With an increased interest in the less commonly taught languages (LCT) demonstrated by the 1988 Foreign Language Assistance Act, several African Studies Center universities provide instruction in Swahili at the K-12 level. The role of Swahili instruction in Madison, Wisconsin is an

ED 360 881   FL 021 484

Nummikoski, Marita; Smith, Woody
Multimedia in the Russian Classroom.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Authoring Aids (Programing); Computer Software; *Computer Software Evaluation; Educational Technology; *Multimedia Instruction; *Russian; *Second Language Instruction; *Second Language Learning; Teaching Methods; Uncommonly Taught Languages

Computer software and multimedia applications for Russian are scarce and most of the available software still falls into a traditional grammar/drill category. It is necessary to actively pursue Russian language software development of a more communicative, interactive nature. A review of commercially available software for Russian using Brown's (1990) three-tiered categorization shows that most packages all fall into the first category, where no adaptions by the teacher are possible without the appropriate authoring software. These programs do not maximize the computer's capabilities of providing communicative tasks, rather, they limit interaction to structural feedback and therefore cannot be construed as sophisticated multimedia. Factors that contribute to the current state of software for Russian include market concerns, lack of a standardized Russian keyboard, and lack of software developers who are knowledgeable in second language acquisition. Teachers may find that authoring systems would be a viable temporary solution to the lack of innovative multimedia applications in Russian. Four specific authoring systems are described. Information on selected authoring systems and software companies and a bibliography are appended. (JP)

ED 360 882   FL 800 661

Brown, Johanne, Ed.; And Others
L'alphabetisation et les femmes francophones: Guide a l'intention des formatrices (Literacy Education and Francophone Women: Guide for Teachers).
PUB DATE- May 90
NOTE- 80p.
LANGUAGE- French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; *Adult Literacy; Classroom Techniques; Course Content; Curriculum Design; Foreign Countries; *French; French Canadians; Grouping (Instructional Purposes); Holistic Approach; Individual Instruction; Instructional Materials; Lesson Plans; *Literacy Education; *Native Language Instruction; Performance Contracts; Politics of Education; Portfolios (Background Materials); Student Centered Curriculum; Student Evaluation; Volunteers; *Womens Education
IDENTIFIERS- Canada; Francophone Education (Canada); French Speaking

This guide, written in French and designed for literacy teachers, offers suggestions for providing appropriate literacy education

ED 360 900 HE 026 634

Reed, Jeannie, Ed.
Statistical Profile of Higher Education in West Virginia, 1992-93.
PUB DATE- 93
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- College Faculty; College Students; *Compensation (Remuneration); *Degrees (Academic); *Educational Finance; *Enrollment; Expenditures; Higher Education; Income; *Private Colleges; *Public Colleges; School Funds; State Universities; Statistical Data; Student Characteristics; Teacher Characteristics; Teacher Salaries; Trend Analysis
IDENTIFIERS- *West Virginia

This annual publication of the West Virginia State College and University Systems provides information related to enrollment, degrees conferred, faculty, and finances of the 16 public institutions of higher education in West Virginia. It also includes selected statistics for the 10 independent colleges and universities. Data tables comprise the bulk of the report and are listed within four chapters. The first chapter covers enrollment statistics that summarize enrollment data for the three enrollment periods and various combinations of data on enrollment, course taxonomy, student level, and demographic factors. Five and 10-year trends are also identified. The second chapter presents analyses of the degrees conferred and the teacher certifications awarded during the 1991-92 academic year by the public and independent institutions of higher education in the State. The next chapter presents faculty characteristics and average salary figures at each West Virginia public institution of higher education by highest degree and faculty rank. The final chapter presents fiscal data including current operating and capital revenue and expenditures and student fees. (GLR)

ED 360 901 HE 026 636

Blair, Robert, Ed.; Jones, Wes, Ed.
Corrections & Higher Education Monograph. A Compilation of Papers Presented at the National Conference on Corrections & Higher Education (Columbus, Ohio, November 21-23, 1991) .
PUB DATE- 93
NOTE- 67p.; Produced cooperatively with the Academy of Criminal Justice Sciences.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140),Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Correctional Education; Correctional Institutions; *Correctional Rehabilitation; *Educational Economics; Educational Needs; Higher Education; Institutional Personnel; Prisoners; *Role of Education; *Special Needs Students; Staff Development; Student Financial Aid; Teacher Student Relationship

This monograph contains nine papers that examine appropriate education for prison inmates and training and education for correctional staff. Discussions include an argument that social class stratification plays a role in prison education; the observation that higher education's role is vital for prisoner reintegration into society; and a plea to eliminate the threats

ED 360 918 HE 026 656

Baker, Douglas D.; Markin, Rom J.
A Framework for Strategic Planning and Change in Higher Education: The Case of a Business School. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration Education; Change Strategies; *College Faculty; *College Outcomes Assessment; Educational Planning; Higher Education; *Long Range Planning; Outcomes of Education; Participative Decision Making; Program Development; School Business Relationship; Strategic Planning; Teacher Attitudes
IDENTIFIERS- *AIR Forum; *Washington State University

At Washington State University's College of Business and Economics (CBE) a strategic planning program was introduced using a focus on the student as the product and the potential employers as the customers of the product. Using this approach the focus of planning is redirected with future employers the most heavily weighted source of feedback on customer satisfaction. After a failed 1990 attempt at strategic planning based on traditional approaches, a workshop challenged faculty to reorient and consider students as the college's product and employers as the primary customer. Faculty voiced strong resistance. In 1991 faculty initiated a survey of program graduates and employers on satisfaction with the college's activities. The results left faculty more open to the need for change. In the summer of 1992 faculty chose faculty-led focus groups with business leaders as a way to solicit more information. Findings from these were summarized for the strategic planning committee. Further faculty discussion concluded that themes had emerged from the research which called for specific actions which ultimately produced a new, reoriented plan. Results indicated that faculty resistance could be successfully overcome by directly involving them in the process. (Contains eight references.) (JB)

ED 360 919 HE 026 657

Matross, Ronald P.
The Virtual Office: An Organizational Paradigm for Institutional Research in the 90's. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Centralization; College Outcomes Assessment; *Computer Uses in Education; *Cooperation; Databases; *Decentralization; Higher Education; *Institutional Research; Marketing; Planning; State Universities; Student

of the corporate structure is management's role as referee between the employees and the stockholders. Other features include a continuous path of promotion, firm-specific training, built-in wage-profit system, and transit members of unions. A typical system for mutual communication is the "labor-management consultation system." In the future, unions must minimize adverse effects of competition among rival companies, individualization, and fragmentation of IR. (Appendixes include 25 references and a chronological table of IR in Japan.) (YLB)

ED 360 468   CE 062 880

Amaya, Tadashi
Recent Trends in Human Resource Development. Japanese Industrial Relations Series 17.
PUB DATE- 90
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Adult Education; *Career Development; Employment Patterns; Foreign Countries; Human Resources; Industrial Structure; Job Skills; *Labor Force Development; Organizational Development; *Personnel Management; *Skill Development; Vocational Education
IDENTIFIERS- *Japan

This paper discusses human resources development (HRD) in Japanese industry. Chapter I addresses changing industrial and occupational structures as a foundation for planning and constructing management strategy, especially for business restructuring. The actual situation regarding business diversification is considered, and an attempt is made to portray the status of staff development activities. The chapter examines the presence of personnel management structures that hamper employees in working as they were trained, as well as countermeasures adopted by some advanced Japanese companies. Attempts to overcome the problem of in-company job conversion are described. Finally, the chapter reviews the actual situation of diversified employment patterns and prospects for the future. Chapter II discusses the fundamentals of personnel management based on the capability principle. A new concept of this principle is proposed that is based on the idea of capabilities development. A method of personnel management is discussed with which decision making by employees can be applied to a wider range of ideas. Chapter III examines the methodological problems of how to bring about personnel management selected by employees from three points of view: personnel management by voluntary choice and career planning, the extent of application and operation of career development planning, and the most desirable course for the future. (YLB)

ED 360 469   CE 063 554

Granander, Stig
The Effectiveness of Training Boards in Sweden. Training Discussion Papers No. 108.
PUB DATE- 93
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrative Organization; Board of Education Role; *Boards of Education; Continuing Education; Coordination; Delivery Systems; *Educational Administration; Financial

A modified three-step Delphi procedure was used to conduct a series of national studies of futurists regarded by their peers as top experts in agricultural education. The primary objective was to project enrollments in agricultural education programs for the 21st century. Other study objectives were to ascertain whether the Delphi technique could achieve consensus among recognized futurists as to the profile of agriculture and agricultural education in the next century and to determine the effects of demography on item ratings. Data collection instruments were prepared following a literature review, field tested by a group of agriculturalists and researchers, revised, and mailed to 20- to 35-member panels of experts for first-round evaluation. A five-point Likert-type scale was used to elicit responses. Panel responses were summarized and returned for second-round responses. In most cases, data collection was concluded within 3 months with 85-100 percent response rates and hundreds of comments. The modified Delphi procedure was deemed effective in securing consensus from industry experts in the fields of nursery/landscaping, meats, forestry, broiler production, dairy production, and greenhouse operations. Two rounds were sufficient to secure convergence of opinion and stability of response. Demographic differences had little effect on item ratings or response levels. (MN)

ED 360 488 CE 064 091

Jones, Hedy J.; Newman, Isadore
A Mosaic of Diversity: Vocationally Undecided Students and the Perry Scheme of Intellectual and Ethical Development.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Career Choice; Career Development; *College Students; Ethics; Higher Education; Intellectual Development; *Maturity Tests; *Predictive Validity
IDENTIFIERS- Career Development Inventory; IPAT Anxiety Scale; My Vocational Situation; *Perry Scheme of Intellectual Ethical Development

The effectiveness of using the Perry Scheme of Intellectual and Ethical Development (PSIED) was assessed with vocationally undecided students. Erwin's 1981 Scale of Intellectual Development (SID) was administered to 290 vocationally undecided college students (131 males and 156 females ranging aged 17 to 42 years with a mean age of 20.2 years) at a large midwestern university. The SID was administered to the students at the beginning and end of a 1-semester career planning course. Students also completed My Vocational Situation (MVS), the Career Development Inventory (CDI), and the IPAT Anxiety Scale (IPATAS). The responses to each instrument were cross-analyzed to identify correlations between the SID and the MVS, CDI, and IPATAS. Correlations were presented with respect to career planning, career exploration, decision making, world of work information, preferred occupation, career development attitudes and knowledge, and total career orientation. The various instruments were also cross-correlated in terms of dualism, relativism, commitment, empathy, and covert and overt anxiety. The study confirmed that the PSIED can assist career counselors in discovering diversity in vocationally undecided students. Specific conclusions were also drawn regarding the deficiencies of individual soldiers, as required, and none documented that troop schools were the most cost-effective alternative. The Army was not exercising adequate control over troop school operations. For example, the Army had continued to offer many courses without proper authorization, wasted money by paying for unneeded course offerings, and allowed contractors to administer tests to determine whether soldiers need training, despite the potential for creating false demand. The persistent nature of troop school management problems clearly indicated that the Army had not followed up on the corrective actions it initiated in response to findings and recommendations of the earlier study. Actions taken by the Army in 1990 to assign program monitoring responsibilities and to call top management's attention to material control weaknesses through the Secretary of the Army's Annual Statement on Internal Control were significant steps in the right direction. However, the Army did not follow through on these initial steps. Monitoring and follow-up were needed to ensure that corrective actions were properly implemented and that problems were resolved. (Appendixes include comments from the Department of Defense.) (YLB)

ED 360 508   CE 064 223

Exchange Programs. Inventory of International Educational, Cultural, and Training Programs. Briefing Report to Congressional Requesters.
PUB DATE- Jun 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Cooperative Programs; *Coordination; *Cultural Exchange; Federal Aid; Federal Legislation; Federal Regulation; Intercultural Programs; *International Educational Exchange; *International Programs; International Relations; Program Effectiveness; Technical Assistance

A study reviewed the U.S. government-funded international educational, cultural, and training exchange programs. Sixteen agencies with about 75 programs were identified for inclusion in an inventory of such programs. The large number of programs managed by the various agencies created the potential for program duplication, overlap, and fragmentation. Officials of several organizations, including the Agency for International Development (AID) and the U.S. Information Agency (USIA) acknowledged the potential for duplication and described an overlapping of responsibilities between the two agencies, but they did not view this as a serious problem. USIA had primary responsibility to provide policy guidance for U.S. government-funded international informational and exchange activities, but coordination, evaluation, and oversight efforts had been minimal. With the exception of the legislation that authorized new exchange and training programs in Eastern Europe, the officials who managed exchange programs generally described the laws authorizing the programs as flexible enough to carry out their programs with few restrictions. (Appendixes contain the following: list of the U.S. government's exchange and training programs, including implementing agency, name, purpose, eligibility, and type of program; brief program descriptions; information on program management issues; and objectives, scope, and methodology of the study.) (YLB)

ED 360 509   CE 064 224

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; Access to Education; *Career Education; *Education Work Relationship; High Risk Students; Institutes (Training Programs); *Integrated Curriculum; Job Skills; Nontraditional Occupations; Secondary Education; Sex Fairness; Summer Programs; Technology Education; *Vocational Education
IDENTIFIERS- Partnership for Academic and Career Education SC

This booklet provides a brief overview of ideas, facts, and resources offered during a summer institute hosted by the Partnership for Academic and Career Education (PACE). Section 1 contains summaries of four industry tours taken by institute participants. Section 2 describes two technology demonstrations at Tri-County Technical College. Section 3 contains summaries of institute presentations on these topics: multidisciplinary art class project, PACE, the South Carolina Occupational Information System, identifying and serving at-risk students in the classroom, National Dropout Prevention Center, Competing in a World Economy: America's Workforce Challenges; Motivational Thinking: A Key to Academic and Career Success; Self-Esteem: The Transferable Skill--A Workshop for Educators; nontraditional careers panel; gender fairness; and Anderson County Business and Education Partnership. Section 4 provides a summary of the projects designed by the 1992 Summer Institute participants. A list is presented of 32 resources provided to participants over the course of the institute or referenced by institute presenters. Selected participant comments are provided. Appendixes include the activities schedule, brochure, participant list, and sample materials given to participants (fact sheets, articles, brochures, and booklets covering integrating vocational and academic integration, women in technology, and tech prep). (YLB)

ED 360 526 CE 064 292

Holt, Charlotte; Walter, Diana
Planning for the Future: A Student Awareness Program for Tech Prep & Mid-Level Technology Careers. Facilitator's Guide.
SPONS. AGENCY- South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Jun 92
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Awareness; *Career Education; *Career Exploration; *Career Planning; *Careers; Competency Based Education; Employment Patterns; Intermediate Grades; Job Skills; Middle Schools; Occupational Information; Secondary Education; Teaching Guides; *Technology; *Technology Education; Units of Study
IDENTIFIERS- Partnership for Academic and Career Education SC; *Tech Prep

This facilitator's guide provides materials for an interactive program for guidance counselors and teachers to use in presenting the tech prep concept and related career information to students at the middle, junior, and senior high school level. Introductory materials include the rationale and purpose of the program, suggestions for use, and description of the format. The program is divided into five units that may be presented during class-length sessions or independently as time and need dictate. Unit titles are as follows: The Changing

This booklet has been written to help persons interested in assessment of education and training programs in general and competency-based vocational education programs in particular. The following topics are covered in the individual sections: the meaning of the term "assessment"; the importance of assessment; curriculum models; percentages and comparison; sites where assessment should be conducted; assessment methods; appropriate persons for conducting assessments; valid, reliable, and economical assessment; bias in assessment; steps involved in planning assessment; recognition of prior learning; and problems and pitfalls of assessment results. The final section is an annotated bibliography of 23 publications concerning assessment in competency-based vocational education programs. (MN)

ED 360 546 CE 064 331

Harris, Roger
Getting to Grips with Implementing CBT.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 93
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Articulation (Education); *Competency Based Education; Criterion Referenced Tests; Foreign Countries; *Industrial Training; Instructional Development; Postsecondary Education; *Program Development; Program Evaluation; *Program Implementation; Student Evaluation; Trainers; *Training Methods; *Vocational Education
IDENTIFIERS- *Australia

This booklet is intended to help persons interested in developing and implementing a competency-based training (CBT) program. It begins with a definition of CBT and outlines the steps involved in developing and implementing a CBT program (with emphasis on available materials and existing programs in Australia). The first section is a series of questions and answers designed to help trainers determine whether they are ready to implement CBT and whether a CBT program will work for them. Section 2 discusses the following steps in the program development process: preparing others for CBT, designing a CBT program, getting materials and resources, organizing the facilities, and developing management procedures. The third section covers assisting learning, assessing learning, and monitoring a CBT program. Next, the concept of CBT as an evolving phenomenon is discussed briefly. The final section is an annotated bibliography of 14 recommended publications (13 published in Australia) concerning competency-based vocational education programs and their implementation. (MN)

ED 360 547 CE 064 332

Mills, Paul; Cesnich, Janine
Paraprofessional Education in SA DETAFE.
SPONS. AGENCY- South Australia Dept. of Employment and Technical and Further Education, Adelaide.
PUB DATE- 93
NOTE- 46p.; Condensed version of "Occupational Outlets for Middle-Level Training: What Is the Future of Middle-Level Training?"
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

parents, prison administrators and staff members, and child development and parent education professionals interested in developing and running parent education and support programs for incarcerated parents. The information and suggestions contained in the handbook are based on the knowledge and experience gained through developing and running Project HIP (Helping Incarcerated Parents) at Maine Correctional Center in Windham. Following an introduction that explains why it is important to develop a corrections-based parenting program, the guide provides suggestions on how to get such a program started. Information is provided on assembling a planning committee, finding funding sources, and resolving key issues. The next section outlines a program model for parent education and support groups; it includes curriculum outlines, suggestions for a parent-child workshop, special events planning, a sample budget, and other considerations, such as communications with caregiver parents, collaboration with the state agency serving children and families, transportation, and the role of correctional center departments. The guide also provides a list of sources for information on foundation grants and a report of the project that developed the guide. (KC)

ED 360 565   CE 064 384

Environmental Scanning for Occupational Education. A Facilitator's Guide. A Model for Environmental Scanning to Systematically Assess Future Occupational Education and Training Needs of a Michigan Community College Service Area.
PUB DATE- Mar 93
NOTE- 319p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Demand Occupations; Educational Demand; Employment Opportunities; Employment Projections; *Environmental Scanning; *Labor Needs; *Models; Occupational Information; *Program Development; Resources; Supply and Demand; Two Year Colleges; *Vocational Education

This manual is designed to facilitate the planning and implementation of an environmental scanning project in Michigan's community colleges. (Environmental scanning is a systematic process for gathering and analyzing information about the external environment and relating it to an organization's internal environment.) This facilitator's guide is divided into four sections. The first section explains the organization of the guide. The second section provides an overview of the environmental scanning process to familiarize the reader with the terminology and concepts. Next, a five-step approach model is presented in order to assist users in planning, implementing, and integrating the environmental scanning process at their institutions. Specific actions to be taken, along with expected outcomes, are given for each of the steps (awareness, assessment, initiation, implementation, and integration). A worksheet and an illustration of the expected outcomes are provided. The following additional examples are provided in the 12 appendixes: model characteristics; tools, techniques, and matrices; time line; kick-off materials; concept mapping; analysis session materials; newsletters; concept map final reports; Delphi materials; recommendation writing materials; final recommendations; and summative evaluation report. A bibliography lists 18 sources and 14 located throughout the U.S. and Canada participated in the study. All participants completed a questionnaire on demographic information, self-perceptions about personal traits, and self-opinions about learning and teaching in the arts; Rotter's Generalized Expectancies for Internal Versus External Control of Reinforcement; and the Myers-Briggs Type Indicator, Form F. Arts students also completed the Spielberger State-Trait Anxiety Inventory. The findings suggest that the majority of secondary arts students and their artist/teachers share an intuitive orientation. Despite their artistic successes, secondary arts students and teachers were not highly internally directed. Students' scores suggest that they experience high anxieties and emotionality. Both students and teachers differed from the norm both psychologically and artistically. An appendix describes the survey instruments. (Contains 26 references.) (NB)

ED 360 585 CG 024 964

Lee, Steven W.; Worl, Angela
School Psychologists in IEP Development.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Program Development; *School Psychologists; *Special Education

The passage of Public Law 94-142 (Education for All Handicapped Children Act) in 1975 had a great impact on the role of school psychologists. One of the controversial requirements of Public Law 94-142 alluded to the involvement of school psychologists in Individualized Education Program (IEP) development. This study was undertaken to obtain general information about the involvement of school psychologists in IEP development and meeting attendance. It also evaluated three factors that may play a role in school psychologists' involvement in the IEP development process: years of training or experience; work load; and usefulness of information provided. Questionnaires were completed by 214 members of the National Association of School Psychologists. The findings revealed that school psychologists were involved in IEP planning and consistently ranked third to the special education teacher and parents in IEP meeting attendance for both original and re-evaluations. School psychologists reported being less involved with the development of short-term than long-term goals in special education. (Contains 30 references and 6 tables.) (NB)

ED 360 586 CG 024 965

Huffman, Jeffrey L.; And Others
Perceptions of the Role of Middle School Counselors.
PUB DATE- Mar 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Counselor Role; Junior High Schools; Junior High School Students; *Middle Schools;

(4) Comprehensive Community Prevention; (5) Fighting Back!; (6) Great Grandville Avenue Graffiti Cover-Up; (7) Operation P.O.P. (Push Out the Pusher); (8) The Circle Keepers; (9) Wilmington Cluster Against Substance Abuse; and (10) Youthworks. (NB)

ED 360 604 CG 024 989

Drug Use Measurement: Strengths, Limitations, and Recommendations for Improvement. Report to the Chairman, Committee on Government Operations, House of Representatives.
PUB DATE- Jun 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drug Use; Evaluation Criteria; Evaluation Methods; *Incidence; Research Methodology; *Research Problems

In response to a Congressional request, the General Accounting Office (GAO) investigated drug use measurement by reporting the drug use patterns of targeted groups in three nationally prominent drug studies, assessing the methodological strengths and limitations of the studies, and developing recommendations for the improvement of drug prevalence estimates. The GAO examined the National Household Survey on Drug Abuse (NHSDA), the High School Senior Survey (HSSS), and the Drug Use Forecasting (DUF) study of booked arrestees. The NHSDA was found to be limited by the exclusion of groups at high risk for drug use, problematic measurement of heroin and cocaine use, and reliance on subject self-reports. HSSS excluded dropouts and absentees, yielded questionable estimates of drug use in non-white populations, and relied on self-reports. DUF employed both self-reports and the objective technique of urinalysis for assessing drug use, but its findings cannot be generalized. This document presents the report GAO sent to Congress concerning the evaluation of the three drug use studies and the recommendations for improving the studies. Following an executive summary, chapter 1 of the report provides an introduction to the GAO work. Chapter 2 describes the NHSDA, HSSS, and DUF studies and illustrates the drug use rates for marijuana, cocaine, and heroin and other opiates for different target groups. Chapter 3 describes the strengths and limitations of each of the three studies. Chapter 4 provides guidelines and recommendations for enhancing drug prevalence estimation techniques. (NB)

ED 360 605 CG 024 990

Levin, Valerie M.
Locus of Control: Its Relationship to Gender, Ethnicity and At-Risk Students.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Behavior Patterns; Elementary School Students; *Ethnicity; Extraversion Introversion; Grade 5; *High Risk Students; Intermediate Grades; *Locus of Control; *Sex Differences; Socioeconomic Status; Student Characteristics

Many studies have addressed the relationship of locus of control to gender, ethnicity, socioeconomic status and achievement. One area which has not received as much attention is the correlation of locus of control to the condition of being at-risk. Most research involving at-risk students has focused on range of reading and interest levels in grades four through eight. The 144 reproducible quizzes include three different 10-question quizzes for each title. The 98 reproducible activity and project pages in the book are designed to build students' comprehension, vocabulary, creativity, and critical thinking skills. The book also includes teacher summaries for each book and complete answer keys. (RS)

ED 360 624 CS 011 377

Gaffney, Janet S.
Reading Recovery: Widening the Scope of Prevention for the Lowest Achieving Readers. Technical Report No. 580.
PUB DATE- Aug 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Intervention; Elementary School Students; Grade 1; *High Risk Students; Instructional Effectiveness; Primary Education; Program Descriptions; *Reading Achievement; *Remedial Reading; *Special Education
IDENTIFIERS- *Reading Recovery Projects

Noting that Reading Recovery is a short-term, supplementary reading and writing intervention for the lowest achieving first-grade children, this report describes Reading Recovery as a way of increasing the possibility of literacy success for all children. Distinctions that contribute to the success of Reading Recovery are highlighted in the report. The relationship between Reading Recovery and special education is discussed within the context of the Regular Education/Special Education Initiative. The implications for the reorganization of schools and for teacher education programs are presented in the report as a shared responsibility of educators and of teachers to be accountable for the effectiveness of interventions with children. (Contains 44 references.) (Author/RS)

ED 360 625 CS 011 378

Winsor, Pamela; And Others
Structural Analysis: Toward an Evaluation of Instruction. Technical Report No. 581.
PUB DATE- Sep 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Instructional Effectiveness; Prefixes (Grammar); *Reading Instruction; Reading Programs; Reading Research; *Structural Analysis (Linguistics); Suffixes
IDENTIFIERS- Text Factors

A study reviewed and evaluated the structural analysis instruction (the use of word parts to help determine the meaning and pronunciation of words) and practice in the teachers' manuals and student workbooks of six published basal reading programs. For the most part, suggestions for instruction and practice seemed reasonable, but there were systematic deficiencies: students were almost never warned of the limitations of structural analysis; were seldom advised to check the results of word analysis against context; and were seldom asked to apply structural analysis in the task of constructing meaning in extended texts. Findings suggest that statistics, and an essay based on interviews with people about their work. Two benefits derived from these assignments are: (1) students find writing for themselves takes more effort and are willing to invest that effort, and (2) the assignments provide a starting point for discussion of sexual politics and economic justice. Margaret Mansfield remarked in "College Composition and Communication" about another type of real world writing, that reflecting on a personal career "offers student writers unique opportunities...to grapple with notions of audience, authority and 'real' (i.e. serious) writing, to reflect upon their roles as writers, and to discover much about themselves, their topic, and the writing process." (NH)

ED 360 645 CS 213 974

Warshauer, Susan Claire
Rethinking Teacher Authority To Counteract Prejudice in Discussions of Gay/Lesbian/Bisexual Representation: A Model of Teacher Response in the Networked Computer Classroom.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; College Students; Computer Networks; Higher Education; Homophobia; *Social Bias; *Teacher Behavior; *Teacher Response; Teacher Student Relationship
IDENTIFIERS- *Computer Mediated Communication; *InterChange Discussion Program; Network Protocols; Writing Contexts

The teacher, as an authority figure in the computer classroom, can choose from a number of types of interactions with students to counteract homophobic comments as well as racial and gender prejudice. A model of four responses to student communication in the InterChange computer framework sets a continuum of teacher control: (1) passive response--the teacher lets students converse with and police each other; (2) participatory response--the teacher comments as a participant in discussion, but not in a "supervisory" manner; (3) intervening response--the teacher comments on remarks made by students to redirect or set the terms of discussion, or to ask pointed questions; and (4) dominating response--the teacher may ask everyone in the class to halt discussion until the teacher has written a response on the screen. The rhetoric of computer mediated instruction often implies an analogy between "totalitarianism" and dominating approaches in which the teacher does not trust students to come up with adequate responses or interpretations. It also implies an association between "democracy" and instructor pedagogy which exhibits faith in the consensus of the majority. However, this rhetoric of democracy can be turned around: a strategy of intervention by a teacher to ensure the inclusion of marginalized perspectives may be viewed as "democratic" by those whose viewpoints were not being validated, or by anyone who values a relatively prejudice-free environment. (Fourteen notes are included, of which several are extensive conversational exchanges.) (NH)

ED 360 646 CS 213 975

DeNight, Shawn
Writing To Learn Activities in Writing across the Curriculum Classrooms.

IDENTIFIERS- *Debate Tournaments; *Novice Debate Association
The Novice Debate Association (NDA) is an organization that is building unity, respecting diversity, and giving students and institutions alike a chance to participate in debate activity. The NDA began in 1987 as a strictly novice tournament. By 1993, the association had enlarged to 24 colleges and universities. The format of the NDA is designed to stimulate debate participation especially for those students and programs that might not have an equal opportunity to participate on the "debate circuit." There are three tournaments per year, and the topic for debate is the corresponding CEDA (Cross Examination Debate Association) topic for the semester. The shared understanding of the organization's purpose is an overriding unification of the group's members. The NDA existence revolves around the idea that speakers should use communication skills that would also be appropriate in a public forum. The premise that NDA is "breaking new ground" in debate serves as a unification device to its members. Diversity in the NDA comes in many forms. Many of the participants in NDA tournaments come directly from classrooms, and they are afforded an experience that many students interested in the activity do not get. If the field of competitive debate is to expand, especially in CEDA, more work in the creation of unity and diversity is necessary. (RS)

ED 360 664 CS 508 248

Chu, Felix T.
Interviewing in Educational Research: A Bibliographic Essay.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Context; *Educational Research; Ethnography; Higher Education; *Interviews; Literature Reviews; *Qualitative Research; Questioning Techniques; *Research Methodology
IDENTIFIERS- *Communication Strategies; Discourse
Different types of interviews serve different purposes; however, they all share a common goal of collecting data in different situations. The data may be factual in generating quantitative input for a research project, attitudinal in gauging public acceptance of a proposed educational policy, or used in gaining a better understanding of a certain organizational feature of an educational institution. The normal progression in the interview process is from using open-ended questions as ice-breakers to establishing rapport with the interviewee, followed by negotiating the format, scope and range of the questions. Many researchers distinguish types of interviews by the amount of structure used in the process. Effective use of interviewing in qualitative research has also been discussed by researchers. Types of interviews applicable to educational research include: standardized survey interviews, in-depth interviews, intensive interviews, the long interview, the focused interview, and interviews of elites. Given the culturally diverse and heterogeneous population, problems and biases are becoming more apparent. Variables in the interview process include: race, gender, age, educational level, and social status. Because of cultural and linguistic variables, different people attach different degrees of importance to the value, worth or intent of certain questions and answers. Treating interviews as discourses and speech events open a whole new area for further research. Contains 31 references. (RS)

collaborative decision making between principals and teachers in Victoria, Australia, are presented in this paper. When the Cain Labor Government came to power in 1982, it mandated changes in education, including the use of site-based collaborative decision making. The Beginning Principals Study examined the ways in which beginning principals implemented the requirements for collaborative decision making in their schools. The longitudinal study, which began in 1989, involved a sample of eight and a sample of four first-time principals. Methodology included principal and teacher interviews, school visits, and a survey of principals. Findings suggest that the introduction of teachers' working conditions and staffing agreements and collaborative decision-making requirements have contributed to a reduction in industrial disputation, especially at the secondary school level. The collaborative decision-making model appeared to be generally well accepted and applied by beginning principals. However, practices varied by school and principal. Finally, principals and teachers generally lacked skills for effective shared decision making. (LMI)

ED 360 683 EA 025 105

Fruchter, Norm; And Others
New Directions in Parent Involvement.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 92
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Family School Relationship; Low Income; Parent Influence; *Parent Participation; Parent Role; *Parent School Relationship; Preschool Education; Program Descriptions; Program Design; *School Community Relationship

This book presents findings of a study that identified and analyzed 18 recently developed programs or reform efforts in the United States that stress effective parental involvement. Chapter 1 provides a review of education literature and research on parent involvement from 1945 to 1985 and situates newly emerging efforts within the current climate of school reform. Chapter 2 focuses on programs supporting parents of preschool-age children (Parents as Teachers, Home Instruction Program for Preschool Youngsters--HIPPY, Kenan Family Literacy Project, Center for Successful Child Development, and Family Readers Program). Efforts to help parents support their children's school learning are analyzed in chapter 3 (TransParent School Model, Family Study Institute program, Family Math and Science Programs, Megaskills Program, and Quality Education Project). The fourth chapter explores parents' roles in major school improvement or restructuring efforts (School Development Program, Accelerated Schools Project, League of Schools Reaching Out, and Center for Collaborative Education). Chapter 5 examines the involvement of parents in recent governance reforms (four programs--Kentucky; Chicago, Illinois; Los Angeles, California; and Dade County, Florida). The final chapter concludes that the programs share the following components, which represent new directions in parent involvement: (1) a core commitment to involve low-income and disadvantaged parents in activities aimed at improving student academic achievement; (2) origins in universities or are presented in this paper, which views total quality leadership as a combination of expert thinking and transformational leadership practices. Data were derived from interviews with 9 secondary school principals (4 female and 5 male) in a large, urban school system, who were identified as effective school leaders, and from a survey of 295 teachers in the 9 schools. Findings showed that one principal exemplified total quality leadership in practice. However, the capacity to exhibit transformational practices is not sufficient for total quality leadership. Two principals demonstrated premature widespread application of such practices, and two applied such practices in the service of narrow purposes. In addition, school leaders may be highly expert thinkers, but fail to act as transformationally as do their less expert colleagues. In some cases, high levels of transformational practice are not uncontestable indicators of highly expert thinking. Expert thinking appears to create a propensity to act transformationally, in the long run, but is no guarantee for the use of transformational practices. In conclusion, transformational leadership theory is not sufficient for total quality leadership because it awards too little explicit weight to the mind of the leader. Five tables are included. (Contains 56 references.) (LMI)

ED 360 703 EA 025 147

Leithwood, Kenneth; Steinbach, Rosanne
The Relationship between Variations in Patterns of School Leadership and Group Problem-Solving Processes.
PUB DATE- Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Elementary Secondary Education; Group Dynamics; Instructional Leadership; *Leadership; *Leadership Styles; *Participative Decision Making; Principals; *Problem Solving; *Teacher Administrator Relationship

Findings of a study that examined the relationship between variations in patterns of school leadership and group problem-solving process are presented in this paper. Interviews were conducted at the beginning and end of the school year with 12 principals in British Columbia who had implemented the Primary Program. The initiative was designed to restructure the first 4 years of schooling through such organizational changes as ungradedness, continuous progress, dual-entry periods to kindergarten, and active student participation in learning. Findings indicate that principals who engaged in both indirect and direct forms of instructional leadership demonstrated significantly higher levels of group problem-solving expertise than did building-centered and teacher-centered managers. This suggests that the thinking that gives rise to instructional leadership practices is similar to the thinking that creates an expert collaborative problem solver. Second, differences among principals in 10 dimensions of group problem solving were most evident in principals' purposes, skills and knowledge, and dispositions. Finally, the most effective forms of leadership were associated with women who had limited formal experience as principals. An implication is that administrator preparation curricula should be organized around a grounded view of the

Findings of a study that examined the implementation of school-based management in an elementary and a secondary school are presented in this paper. The study attempted to identify certain phenomena that might be directly linked to attitudes or perceptions generated specifically by the differences inherent in elementary-secondary school settings. Over a 6-year period, data were collected through interviews with personnel at the two sites, document analysis, surveys, and observations. Findings indicate that although there were considerable organizational differences, few, if any, factors distinguished the adaptation of school-based management in an elementary setting from that of a secondary setting. However, the factors that influenced contrasting attributes appeared to lie outside the realm of elementary-secondary school differences. (Contains 38 references.) (LMI)

ED 360 723 EA 025 171

Thody, Angela
Practising Democracy: Business Community Representatives in the Control of English and Welsh Schools.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Business Responsibility; Community Involvement; *Corporate Support; Elementary Secondary Education; Foreign Countries; Governance; *Governing Boards; Private Financial Support; *Public Schools; *School Business Relationship
IDENTIFIERS- *England; *Wales

The 1986 Education Act required that business community members in England and Wales be appointed to the governing boards of local public schools. Since the passage of the law, the idea of sponsored governors has developed. Sponsored governors receive financial supported from their companies to serve on the boards. A survey of employees of three United Kingdom companies found that only about one-third of those serving as governors were identified on their boards as being from the business community. The members were overwhelmingly male and from the upper management levels. Most were also between 30 and 50 years old and had worked for their companies for more than 10 years. The governors attended an average of 12 meetings annually and made several visits to the schools. The members tended to serve on committees having to do with management of the school such as finance, personnel, and public relations. The contributions of the companies involved included time off with pay for governorship duties, use of office resources, and contributions of materials. The study confirmed that governors from the business community benefit schools through their management expertise, and, in turn, businesses improve their public relations. (Contains 36 references.) (JPT)

ED 360 724 EA 025 173

Jewett, Janet; And Others
Assessing Family Outcomes in Two-Generation Programs: Lessons Learned and Future Directions.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16,

reality presented on stage. The actors, however, understand that the reality they present is constituted. This paper presents an ethnographic account and analysis of one elementary principal's use of dramaturgy to achieve hegemony within the school. The dramaturgies the principal performed, particularly his annual Halloween ride as the Headless Horseman, became powerful symbols of the dominant ideology the principal represented in the school. Examined are the social interactions through which a principal attempts to achieve the acceptance of the culture and ideology of the dominant social group in children of nondominant groups. First, there is a discussion of critical theory and hegemony through the cultural patterns of a dominant group. This is followed by a description of the research procedure detailing the use of ethnographic techniques. Next is a first-person account of the Halloween dramaturgy. It describes the actions of the principal and reactions of the researcher, students, teachers, and other people in the community. A discussion of dramaturgy and the example of the Headless Horseman provide the basis of the concluding discussion. (Contains 33 references.) (RR)

ED 360 742 EA 025 195

Roberts, Jo; Dungan, Sherry
Tabula Rasa: Case Studies of Teacher Voice.
PUB DATE- Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Collegiality; Educational Cooperation; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Governance; Group Unity; *Interprofessional Relationship; *Participative Decision Making; Secondary School Students; Secondary School Teachers; *Teacher Attitudes; Teacher Influence

Findings of a study that examined teachers' perceptions of and experiences in shared-governance schools are presented in this paper. Data were collected from interviews with over 21 teachers and students in 4 schools that are members of the Georgia-based League of Professional Schools, the impetus of which was the Program for School Improvement, or PSI. Findings indicate that participation in PSI resulted in: improved quality and greater frequency of communication; increased teacher participation and paperwork; no increase in parental and student participation; a clarified and unified school philosophy; an indirect impact on classroom instruction through clarification of instructional issues and promotion of teacher collaboration; improved professional-growth opportunities; and a belief in the shared decision-making process. The following recommendations for implementing shared governance are made: (1) attain some degree of cohesion prior to implementation; (2) build in sufficient preparation time; (3) plan ongoing group development; (4) clarify roles and responsibilities; (5) maintain fair representation and accurate reporting; (6) focus on collaboration across all parties; (7) combine easily resolved and long-range goals; (8) design conflict resolution channels; (9) have realistic expectations; (10) maintain a low profile in active decision making; (11) be willing to surrender power; and (12) realize that shared governance is a process for instructional improvement. (Contains 16 references.) (LMI)

This paper attempts to make explicit some assumptions about the creative abilities of people with developmental disabilities, and offers constructive strategies for replacing negative ideas and attitudes with positive attitudes. The paper points out that: a high degree of artistic ability can coexist with considerable impairments in other areas of cognitive functioning; there is potential for growth in the creative capacity of adults with mental retardation; when a variety of art materials is routinely available and open-ended activities are offered, art group participants will take initiative in their work and express their preferences; persons engaging in creative art experiences are learning much that is useful, by acquiring a constructive mode of expression of feelings, exercising cognitive functions, and improving fine motor skills and eye-hand coordination; and the art of persons with developmental disabilities may appear child-like but actually reflects the adult's experience and inner vision. The paper concludes that the satisfying and constructive process of creating can and should be available to everyone, regardless of disability. (JDD)

ED 360 762 EC 302 333

Albin, Richard W.
Embedded Inservice Training in Positive Behavioral Support.
PUB DATE- 2 Jun 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (117th, Washington, DC, June 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attendants; *Behavioral Science Research; Behavior Change; *Behavior Disorders; *Inservice Education; *Integrated Activities; Intervention; *Normalization (Handicapped); Program Implementation; Quality Control; *Social Integration; Staff Development; Training

In order for schools and community agencies to develop the capacity to support persons with severe patterns of problem behaviors in typical community settings, they need to be knowledgeable about recent behavioral advances and have processes in place for implementation of these advances. This need creates a new challenge for inservice training of direct support staff. One innovative approach to capacity building is through inservice training that "embeds" training on positive behavioral support in a longitudinal system of continuous quality improvement. In the Embedded Inservice Training in Positive Behavioral Support program, training is delivered on-site, to all personnel, in distributed sessions across months; uses competency-based training and competency testing; relies on inductive as well as deductive instruction; uses multiple training methods, including learner-guided materials; emphasizes efficient delivery of training; creates the capacity for others in a setting to train new personnel; and tailors training to the unique culture, policies, and vision of the community program or setting. (Contains 24 references.) (JDD)

ED 360 763 EC 302 334

Soloff, Leah A.; Wright, Eleanor B.
International Definitions of Mental Retardation.
PUB DATE- 5 Jun 93

*Science Education; Sex Differences; *Student Attitudes; *Student Motivation; Student Research; Summer Programs; *Theories
IDENTIFIERS- High School Sophomores

This study utilized the flow theory of intrinsic motivation to evaluate the subjective experience of 78 academically talented high school sophomores participating in an 8-day summer research apprenticeship program in materials and nuclear science. The program involved morning lectures on such topics as physics of electromagnetic radiation, energy transformations, superconductivity, and environmental analysis as well as laboratory experiments and tours of research laboratories. Findings included: (1) subjective experience could be classified into an enjoyment dimension and an involvement dimension; (2) the quality of subjective experience is optimal when a student's skills in the activity are high and the level of challenge is neither excessive nor insufficient; (3) Black male students were more likely than Caucasian and Asian males and females to perceive the research apprenticeship to be excessively challenging; (4) enjoyment levels were highest during unstructured apprentice activities such as lunch, recreation, and tours; (5) levels of involvement were highest during laboratory activities; (6) lecture activities minimized the potential for students to experience flow; and (7) laboratory activities minimized the potential for students to experience boredom. Appendices include the experience sampling form, a sample randomized alarm schedule, and a retrospective experience survey. (Contains 20 references.) (DB)

ED 360 782 EC 302 354

Hafenstein, Norma Lu; And Others
Descriptive Study of Multi-Age Grouping for Primary Gifted Students.
PUB DATE- 12 Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Elementary School Students; Emotional Development; *Gifted; Leadership; Multigraded Classes; *Nongraded Instructional Grouping; *Parent Attitudes; Primary Education; Program Implementation; Qualitative Research; *Student Attitudes; *Student Development; *Teacher Attitudes

This descriptive study used qualitative methods to examine academic and affective components in two primary level multi-aged classrooms at a special school for gifted children. The study methodology included classroom observation, a parent questionnaire, parent interviews, a student questionnaire, student interviews, and teacher interviews. The study focused on perceptions and attitudes concerning: (1) prior expectations of the multi-aged setting, (2) actual practice and implementation of the multi-aged program, and (3) general perceptions. Children's and parents' concerns focused on social and emotional effects of multi-age grouping, whereas teachers foresaw social benefits and organizational challenges. Perceptions of students changed over the course of the year from concern to satisfaction. Perceptions of parents varied but most concerns had disappeared by the end of the school year, trained and supported people with disabilities began instead to find and develop the natural sources of training and support that exist within and around individuals and work places. This manual presents ideas, strategies, and experiences about this modified approach to supported employment which uses natural supports in the work place. The manual covers: (1) natural support characteristics in the chapter titled "Introduction and Definitions"; (2) getting to know the person and his/her support network as well as developing job leads and contacting employers in "Finding Jobs Using a Natural Supports Framework"; (3) "Job Creation, Job Modification, and Individual Adaptations"; (4) "On-Site Training and Natural Support Strategies"; and (5) "Ongoing Supports" such as participant evaluations, ancillary supports, and work incentive programs. The manual concludes that supported employees must be involved to the maximum extent possible in all aspects of support planning and provision, that the role of the employment consultant (formerly titled the job coach or job specialist) be clearly understood by all involved parties; and that a good job match does not necessarily produce good natural supports. Appendixes provide a checklist for evaluating natural work place supports and an example of a plan for achieving self-support. (JDD)

ED 360 801 EC 302 383

O'Brien, John
Supported Living: What's the Difference?
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Syracuse Univ., NY. Center on Human Policy.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adults; *Agency Role; Community Programs; *Developmental Disabilities; *Human Services; *Independent Living; *Individualized Programs; Place of Residence; *Social Agencies; Social Services
IDENTIFIERS- *Supported Housing

This paper points out that the promise of supported living for individuals with developmental disabilities lies in its potential to deal creatively and individually with the complexities arising from the lives of many different individuals. The paper describes personal experiences of leaders in supported living agencies that enabled them to step outside the assumptions and practices that usually govern service providers. These experiences include being surprised to discover that people with disabilities are able to do things that experts have said they could not do, and recognizing similarities between oneself and people with disabilities which are much deeper than apparent differences. Supported living is defined by stating what it is not. Common assumptions made by the existing service system are identified and are accompanied by better assumptions. Common problems of people involved in supported living are discussed, such as poverty, loneliness and isolation, and complex relationships with staff. The paper concludes that community opportunities need to be created; collaborative relationships with family members need to be developed; and new ways to plan for people, deal with dangerous situations, find flexibility in funding, and supervise need to be created. The obligations of the supported living service

Second Language Screening Procedure" (Alison Mackey, Manfred Pienemann, Ian Thornton); "Language Use in Classrooms in Western Samoan Schools" (Joseph Lo Bianco, Anthony Liddicoat); and "The International English Language Testing System (IELTS): The Speaking Test" (D. E. Ingram).

ED 360 821 FL 021 360

Clyne, Michael
Patterns of Inter-Cultural Communication in Melbourne Factories: Some Research in Progress.
PUB DATE- 91
NOTE- 27p.; For serial publication in which this article appears, see FL 021 359.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Cultural Differences; *English (Second Language); Foreign Countries; *Intercultural Communication; Interpersonal Communication; *Language Patterns; Second Language Instruction; *Social Values; Verbal Communication
IDENTIFIERS- *Australia (Melbourne); *Communication Patterns; Monash University (Australia)

This paper reports on research conducted in the Language and Society Centre of the National Languages Institute of Australia, Monash University, into interaction in English between non-native speakers from different ethnolinguistic backgrounds. The project emphasizes two aspects of verbal interaction where language-specific rules are closely linked with cultural value systems: the pragmatic, communicative level of language and the organization of discourse. Most of the corpus comprises spontaneous communication audiorecorded from workplace interactions between key non-English-speaking background (NESB) informants and other NESB speakers. A corpus of sample speech acts derived from the project are presented. Contrasts in communication patterns that were noted by informants between central and southern Europeans and east and southeast Asians are discussed. It is suggested that intercultural variation in the interpretation and production of speech acts is determined by differences in cultural value systems. Policy implications of the study for teaching English as a Second Language are addressed. (JP)

ED 360 822 FL 021 362

Mackey, Alison; And Others
Rapid Profile: A Second Language Screening Procedure.
PUB DATE- 91
NOTE- 22p.; For serial publication in which this article appears, see FL 021 359.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Computer Oriented Programs; *Educational Assessment; Foreign Countries; *Language Proficiency; *Screening Tests; *Second Language Learning
IDENTIFIERS- Australia (Sydney); Profile Analysis Approach

Rapid Profile, developed by Manfred Pienemann of National Languages Institute of Australia/Language Acquisition Research Centre, is a computer-based procedure for screening speech samples collected from language learners to assess their level

3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Comparative Analysis; Evaluators; Individual Characteristics; *Interrater Reliability; *Language Proficiency; *Language Tests; Models; Motivation; Performance Tests; *Rating Scales; Testing
IDENTIFIERS- ACTFL Proficiency Guidelines; Rasch Model; *Texas Oral Proficiency Test

This paper examines whether individuals who train themselves to score a performance assessment will rate acceptably when compared to known standards. Research on the efficacy of rater self-training materials developed by the Center for Applied Linguistics for the Texas Oral Proficiency Test (TOPT) is examined. Rater self-materials are described and analysis of data is reported from a study conducted during their development. Eight individuals worked through the materials on their own and submitted qualitative feedback on the materials and on their experience with them. They also participated in a calibration study in which they independently rated recorded segments from a TOPT administration. These ratings were analyzed by traditional approaches and by a multifaceted Rasch approach. Findings indicate that the raters as a group scored the TOPT consistently, although differences in rater severity led to some important disagreements with the rating key. The study illustrates the role of background characteristics and motivation in the success of rater self-training. (Contains 8 references.) (JL)

ED 360 845 FL 021 423

Lindholm, Kathryn J.; Aclan, Zierlein
Relationships among Psychosocial Factors and Academic Achievement in Bilingual Hispanic and Anglo Students.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association Meeting (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Academic Achievement; Bilingual Education Programs; *Bilingual Students; Elementary Education; Elementary School Students; English; Grade 3; Grade 5; Hispanic Americans; Immersion Programs; *Learning Motivation; Mathematics Achievement; *Physical Characteristics; Reading Achievement; Second Language Learning; *Self Concept; Spanish; *Spanish Speaking; White Students
IDENTIFIERS- Content Area Teaching; Hispanic American Students

This study examined the relationships among a set of psychosocial variables (academic competence, physical appearance, self-worth, and motivation) and between the psychosocial variables and academic achievement for 236 third grade and fifth grade native Spanish speakers and native English speakers enrolled in a bilingual immersion program since kindergarten. Analyses of students' responses to several measures showed significant main effects for grade on every psychosocial variable, with third graders scoring higher than fifth graders and significant grade level effects in Spanish mathematics and English reading and mathematics, with fifth graders outperforming third graders. English speakers scored higher than Spanish speakers in expanding outreach service. This article examines academic and auxiliary Swahili programs available for students from grades 2 through 12 and includes descriptions of instructors, students, class facilities, materials, curriculum goals, and the current status of each program. Instructors of these programs suggested several recommendations for organizers of future African and LCT language programs. A successful LCT program requires the integration of these factors: cooperation of the school/organization administration, enthusiasm of the community and parents, collaboration with other instructors, adequate facilities, sufficient budget, well-planned curriculum and materials, articulation with other feeder programs, and appropriate scheduled class time. Appendices include information about teacher certification in Swahili and Swahili scope and sequence. (Author/JP)

ED 360 864 FL 021 454

Treville, Marie-Claude
Role des congeneres interlinguaux dans le developpement du vocabulaire receptif: Application au francais langue seconde (The Role of Interlingual Cognates in the Development of Receptive Vocabulary: Application to French as a Second Language).
PUB DATE- 93
NOTE- 240p.
LANGUAGE- French
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Comparative Analysis; English; Foreign Countries; *French; Higher Education; *Interlanguage; Language Research; *Language Variation; Linguistic Theory; Second Language Instruction; *Second Languages; *Transfer of Training; *Vocabulary Development
IDENTIFIERS- *Cognates

This study investigated the effects of systematic use of similarities between the native and second languages on the lexical competence of second language learners. Subjects were 209 first- and second-year English-speaking university students in French language classes. The students were pre- and post-tested for their visual recognition of cognates and grammatical inflections out of context, transfer and application of lexical rules across languages, identification of grammatical categories out of context and in limited contexts, derivation of French words, text comprehension, and appropriate use of given cognates. Six first-year and six second-year experimental groups and a like number of control groups were formed. Experimental groups were exposed to systematic instruction in cognates in the course of regular instruction; control groups were not. Analysis of the results suggest that such systematic, guided study of interlingual cognates improved receptive vocabulary in all areas tested. The study and its results are reported in detail. Appended materials include a 238-item bibliography, the seven-lesson cognate curriculum used with the experimental group, French lexical reference lists and tables, and the pre- and post-test. (MSE)

ED 360 865 FL 021 457

Malave, Lilliam M., Ed.
Annual Conference Journal NABE '90-'91. Proceedings of the National Association for Bilingual Education Conferences (Tucson, Arizona, 1990; Washington, D.C., 1991).
PUB DATE- 93

for Canadian francophone women. It recommends an approach that is based on learner needs, is holistic, and focuses on the student as the principal agent of her own education. A discussion of instructional management techniques looks at performance contracts, various grouping strategies, individual instruction, evaluation, and use of local resources as options to be considered. A thematic method for curriculum design is suggested, and a variety of possible instructional materials are noted, including authentic materials, audiovisual aids, student-designed materials, and student portfolios, as well as traditional texts. One chapter is devoted to a discussion of teacher characteristics and knowledge that support effective instruction, and potential difficulties. Another chapter looks at some additional issues in provision of literacy instruction, including promotion of political solidarity among francophones as a motivating factor, and for-profit vs. not-for-profit instruction. Appended materials include a list of curriculum themes and subthemes (interpersonal relations, parent-child relations, physical and mental health, financial resources, self-knowledge, respect for others, leisure and culture, politics) and two sample lesson plans. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 360 883 HE 026 615

Ryden, Muriel B.; Duckett, Laura
Ethics Education for Baccalaureate Nursing Students.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Dec 91
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Ethical Instruction; Ethics; *Faculty Development; Higher Education; Inservice Teacher Education; Instructional Effectiveness; *Integrated Curriculum; Models; Nursing; *Nursing Education; Program Descriptions; Program Development; Program Effectiveness; *Program Implementation; Sequential Learning; Student Attitudes; Undergraduate Study; Workshops
IDENTIFIERS- Nursing Schools; Nursing Students; *University of Minnesota Minneapolis

The final report of a 3-year project which involved the development, implementation, and evaluation of Multi-Course Sequential Learning, a model for integrating ethics education into the curriculum of the undergraduate programs in nursing at the University of Minnesota (UM) in Minneapolis is provided. The project focused on nursing students (n=308) and faculty and teaching assistants (n=40-to-50) at the university as well as nurse educators concerned with ethics education across the country. The program aimed to provide students with the knowledge base in ethics needed for the ethical practice of nursing by developing a coherent sequence of learning experiences delivered via ethics units in existing courses throughout the curriculum. For faculty the aim was to enhance their ability to use the rich examples inherent in students' clinical experiences to help students apply ethical knowledge. The ethics instruction was provided in eight didactic courses and five clinical courses. Faculty development activities included workshops and individual or small group consultation. The project continues past grant funding with the support of faculty and administration at UM. Measures of student to prison education, such as the elimination of Pell Grants for prisoners and lack of support among correctional employees. Also provided is an overview of the impetus that historical and legal factors have played in upgrading educational requirements for correction personnel. The following papers are included: "Education: Correction's Vital Link to the Real World" (J. Michael Quinlan); "Mass Education and the Legitimation of Prison Higher Education" (Raymond Jones); "The Role of Post-Secondary Education and Correction" (Helen Corrothers); "The Correctional Crisis and the Economics of Post-Secondary Correctional Education" (Jon M. Taylor); "The Bacone College/Oklahoma Department of Corrections On-Site Post-Secondary Educational Program" (Dave Norfolk); "The Correctional Practicum: Invitational Education in Participation, Self-Awareness and Professionalism" (F. Lamarr Crowe and John Zappala); "Public Safety and Justice Careers: A Virginia University's Program for Professionalism" (Paul Keve); "A Study of the Role of the Student-Teacher Relationship within Correctional Education" (Daniel W. Lawrence); and "Future Opportunities of Symbiosis in Relating Higher Education to Correctional In-Service Training" (P. Christopher Menton). Most papers include references. (GLR)

ED 360 902 HE 026 638

Byce, Chuck; Khazzoom, Aziza
Changes in Undergraduate Student Financial Aid: Fall 1986 to Fall 1989. National Postsecondary Student Aid Study. Statistical Analysis Report. Contractor Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Demography; *Educational Trends; Federal Programs; Higher Education; National Surveys; Scholarships; *Statistical Analysis; Student Characteristics; *Student Financial Aid; Student Loan Programs; Tables (Data); Trend Analysis; *Undergraduate Students
IDENTIFIERS- Higher Education Act Title IV; Pell Grant Program; Stafford Student Loan Program

This report examines the changes that occurred in college student financial aid between 1986-87 and 1989-90 by comparing students receiving various forms of aid in the fall of 1986 with those receiving aid in the fall of 1989. The data used were derived from the 1987 and 1990 National Postsecondary Student Aid Studies (NPSAS). The overall focus of the report is on changes in the characteristics of undergraduate students who received financial aid and in the amounts they received. In particular the report looks at types of aid, sources of aid, and specific Title IV programs. The final chapter of the report then compares students who were enrolled in the fall and non-fall terms in 1989-90 to determine how they differed in their receipt of financial aid. Highlights of the findings include the following: (1) the proportion of undergraduates who received financial aid declined from 49 percent to 44 percent, and all the decline was in loans; (2) the average amount of financial aid per student increased from $3,132 to $3,797; (3) proportions of undergraduates remained stable across several demographic characteristics; and (4) longer term trends of more women, minorities, and older students enrolling in

Characteristics; Student Personnel Services; Work Environment
IDENTIFIERS- *AIR Forum; *University of Minnesota

In response to conflicting centralization and decentralization pressures, the University of Minnesota institutional research office responded with a "virtual enterprising"--a group of organizationally distinct units acting as if they were a single unit. The four elements in this organizational approach were: (1) "soft control" through data base design; (2) a "favor bank"--a step toward functional project teams; (3) a common publication outlet with peer review; and (4) a shared master plan. Soft control helped separated analysts to do consistent work with less effort and to use consistent official data and definitions more easily through modifications in the data base. The favor bank offered a modest chance for some ties across division and department lines in a setting where team projects are a rarity. A jointly published series of brief reports, "Research on University of Minnesota Students," allowed researchers to package analyses and data in a format useful to busy administrators. The shared master plan put individual studies in a master plan of core studies to fill in gaps, cover key issues, and put them all on a schedule. The plan begins with a template of four study categories: student outcomes; marketing studies; evaluation of student services and programs; and student characteristics. An example of the common publication and part of the master plan are appended. (Contains six references.) (JB)

ED 360 920 HE 026 658

Borden, Victor M. H.; Gentemann, Karen
Campus Community and Student Priorities at a Metropolitan University. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Community Satisfaction; Commuter Colleges; Educational Environment; Higher Education; Needs Assessment; Non Traditional Students; Social Influences; *Student College Relationship; Student Needs; *Student Reaction; Surveys; Urban Universities
IDENTIFIERS- *AIR Forum

A student survey at a metropolitan university examined priorities of both traditional and non-traditional students; the survey resulted from anxieties expressed by some students about not having a traditional college experience. The administration was trying to decide whether to allocate resources to create a football program within this commuter, urban university. The study focused on student priorities as a way to evaluate the relative importance to students of differing aspects of campus life. Results indicated that most students selected academic enhancements over social and recreational ones, but students were not monolithic in their responses. Subcommunities emerged with different academic emphases and different social priorities. Students' ideas about community were more closely associated with social interactions among family, college and non-college friends, and colleagues at work rather than with ideas about an academic or intellectual community. Results suggest that the development of academic communities at college

Support; Foreign Countries; Job Training; *National Programs; *Organizational Effectiveness; Postsecondary Education; Secondary Education; State of the Art Reviews; Student Certification; Testing Programs; *Vocational Education

IDENTIFIERS- *National Training Boards; *Sweden

Pertinent research studies, legislative documents, labor market agreements, official reports, and governmental decisions on issues concerning vocational education and training (VET) in Sweden were analyzed in an effort to evaluate the state of coordination of VET in Sweden and the effectiveness of its National Training Board. The findings of the analysis are presented in the nine chapters of this report, which cover the following topics: current trends and analysis of the issues involved (reference materials, current trends, enabling legislation, and new resolutions in 1990); training board structure and composition (including labor market councils and committees); present and planned national training frameworks; finance and financial sources; delivery of training; institutional planning and operation (decentralization, the curriculum in 1991, and supply and demand); administration of private/industrial training; continuing education and training (including education for progression and labor market training), and student testing and certification. A brief history of the development of vocational education in Sweden from 1846 through the 1980s, the results of an evaluation of the vocational value of upper secondary schooling, sample curricula for four integrated upper secondary school programs, and information on the finances and training policy of Sweden's national training board are appended. (MN)

ED 360 470 CE 063 555

Wilson, David N.

The Effectiveness of Training Boards in Canada. Training Discussion Papers No. 109.

PUB DATE- 93

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Administrative Organization; Board of Education Role; *Boards of Education; Continuing Education; Coordination; Delivery Systems; *Educational Administration; Educational Legislation; Financial Support; Foreign Countries; Job Training; *National Programs; *Organizational Effectiveness; Postsecondary Education; Secondary Education; State of the Art Reviews; Student Certification; Testing Programs; *Vocational Education

IDENTIFIERS- *Canada; *National Training Boards

In January 1991 the Federal Minister of Employment and Immigration announced the establishment of the Canadian Labour Force Development Board (CLFDB) as Canada's national training board. Training boards at the provincial and local levels are still in the developmental stage. The lack of a national coordinating mechanism for all aspects of training in Canada until only recently is a reflection of Canada's unique historical context. Both the CLFDB and Canada's first provincial board in Ontario have taken elements from the national training boards of Germany, Sweden, the United Kingdom, and elsewhere and adapted them to the Canadian context. The following topics pertaining to the CLFDB are discussed in this report: enabling legislation, training board composition, training board structure and functions, finance, delivery of training, institutional planning and operations, validity of selected scales of the individual measures. (MN)

ED 360 489 CE 064 094

AIDS: Workplace Issues. INFO-LINE. Practical Guidelines for Training and Development Professionals. Issue 9208.
PUB DATE- Aug 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Check Lists; Disease Control; Disease Incidence; *Employer Employee Relationship; *Employment Practices; Equal Opportunities (Jobs); Fringe Benefits; Guidelines; *Health Care Costs; *Personnel Management; *Personnel Policy; Resource Materials; Training

Practical guidelines are presented for training and development professionals dealing with acquired immune deficiency syndrome (AIDS) in the workplace. The following topics are covered: AIDS in the workplace; AIDS basics, including information on the required corporate commitment and transmission of human immunodeficiency virus (HIV); employment issues (discrimination, health and safety issues, AIDS-related terms, health care and benefits, and other costs); AIDS policies (AIDS workplace policies, 10 principles for the workplace, provision of training for supervisors and managers, critical facts about AIDS, a sample AIDS policy, employee AIDS education, and a sample workshop outline); and the lessons that have been learned about AIDS. A reference section listing 30 articles, 14 booklets, and 7 resource organizations and an HIV/AIDS checklist conclude the guide. (MN)

ED 360 490 CE 064 095

Bouder, Annie; And Others
Evaluation of Public Policies on Employment: Issues, Tools and Methods.
PUB DATE- 93
NOTE- 5p.; Translation by Miriam Rosen.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Education Work Relationship; *Employment Programs; *Evaluation Methods; Federal Programs; Foreign Countries; *Job Training; Outcomes of Education; Postsecondary Education; *Program Evaluation; Qualitative Research; *Research Methodology; Statistical Analysis; *Unemployment
IDENTIFIERS- *France

The increasing use of job training or retraining and employment programs in response to high rates of unemployment in France has spurred interest in program evaluation to see what results have been achieved. The contribution of traditional standardized evaluations and of emerging methodologies is being examined. Traditional evaluation methods focus on postprogram return to employment. The standard methodology consists of quantitative statistical surveys. Two very different approaches can be distinguished: the first targets the situation of program leavers at a given date, and the second traces the path of a cohort of potential public policy beneficiaries over time. Whether derived from transversal or longitudinal evaluation

Vocational Education. Status in School Year 1990-91 and Early Signs of Change at Secondary Level. Report to Congressional Requesters.
PUB DATE- Jul 93
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Disabilities; *Educational Change; Educational Finance; Educational Legislation; Educational Quality; *Federal Aid; *Federal Legislation; Program Evaluation; Secondary Education; *Special Needs Students; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

As a preliminary step in identifying changes occurring in vocational education after the Carl D. Perkins Vocational and Applied Technology Act, a study gathered information on the status of vocational schools in school year (SY) 1991 and changes reported in SY 1992. Surveys assessed the status of program quality, collected information on estimated vocational education enrollments, and obtained information on the distribution of Perkins funding. In SY 1991, relatively few schools reported having quality components. In SY 1992, school district officials often attributed changes, such as upgrading teacher training or improving curricula, at least partially to the amendments. The new requirement that districts concentrate funds in a limited number of schools with the highest portions of targeted students did not result in a significant decrease in the number of schools funded in SY 1992. Little change was found in targeted group participation in vocational education. The Department of Education, states, and local school districts needed to make better progress toward meeting the amendments' goals for assessing vocational programs. Major portions of a national data system were in place, states were developing systems of standards and measures, but at the local level, about half the schools did not keep placement data. (Appendixes provide scope and methodology, present additional details, provide information on six school districts visited, and summarize responses to district and school questionnaires.) (YLB)

ED 360 510 CE 064 225

Welfare to Work. States Move Unevenly To Serve Teen Parents in JOBS. Report to the Chairman, Committee on Finance, U.S. Senate.
PUB DATE- Jul 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adult Education; *Early Parenthood; Employment Programs; *Enrollment Influences; Enrollment Rate; Federal Legislation; Federal Programs; High Schools; *Job Training; *Program Effectiveness; Program Evaluation; *State Programs; Statewide Planning; Success; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; *Job Opportunities and Basic Skills Program; Welfare to Work Programs

A study reviewed how states are serving teen parents in the Job Opportunities and Basic Skills Training (JOBS) program. Teen parents receiving Aid to Families with Dependent Children (AFDC) during a selected month of fiscal year 1992 were randomly sampled in 16 states. A questionnaire collected data from their JOBS and AFDC case workers. Telephone interviews

Workplace, Mid-Level Technology Careers, Student Expectations, PREParation for TECHnologies, and Planning for the Future. Each unit is divided into the following components: major concept, equipment and materials needed, topics, student behavioral objectives, and presentation. The following support materials for each unit are provided in appendixes: numbered activities, numbered transparencies and transparency masters, handouts, reference materials, including source articles, supplemental literature, a list of works cited, and a list of materials and publications available through the Partnership for Academic and Career Education office; and a glossary of terms. Suggestions for using these materials appear in bold type within the presentation text to direct facilitators to the appropriate appendix. (YLB)

ED 360 527 CE 064 300

Wallace, Johnny M.; And Others
Communications for the Workplace. Applications from Criminal Justice Technology. A Teacher's Guide.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- May 90
NOTE- 29p.; For Teacher's Guide in the related "Mathematics for the Workplace" series, see CE 064 301-307.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; Communication Skills; *Content Area Writing; Definitions; *Education Work Relationship; Job Skills; Law Enforcement; Occupational Information; *Police; Postsecondary Education; Teaching Guides; Writing Improvement; *Writing Skills

This module presents a real-world context in which written communication skills are used as part of a daily routine. The context is the work of law enforcement officers, and the module aims to help students see the significance of written communication skills in completing documents as part of job requirements. Materials in the module, most of which are designed for the teacher to duplicate and distribute to students, include the following: (1) information on law enforcement careers; (2) a task to be performed and a description of an accompanying videotape; (3) a glossary; and (4) a voluntary statement, completed search warrant, and blank search warrant to use in working on the task. (KC)

ED 360 528 CE 064 301

Wallace, Johnny M.; Carson, Cheryl
Mathematics for the Workplace. Applications from Engineering Technology (Clark-Schwebel Industries). A Teacher's Guide.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Dec 90
NOTE- 32p.; For other teacher's guides in this series, see CE 064 302-307.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; Definitions;

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; Articulation (Education); Associate Degrees; Case Studies; Community Attitudes; Educational Needs; *Educational Trends; Education Work Relationship; Employer Attitudes; Employment Opportunities; Employment Patterns; Foreign Countries; *Futures (of Society); Graduate Surveys; Needs Assessment; *Outcomes of Education; *Paraprofessional Personnel; Program Improvement; School Attitudes; Two Year Colleges
IDENTIFIERS- *Australia (South Australia); *TAFE (Australia)

A study examined the current outcomes and future of paraprofessional education provided under the auspices of South Australia's Department of Employment and Technical and Further Education (SA DETAFE). The primary objectives of the study were as follows: (1) determine whether an autonomous middle-level employment base exists in selected manufacturing and service industries in South Australia; (2) identify recent trends in that employment base and develop projections for the future; (3) examine related trends in middle-level occupations and the implications for middle-level training; and (4) assess the future of middle-level training and its administration. Detailed analyses of recent and future employment trends were conducted for those paraprofessional occupations that persons earning associate diplomas in accounting, mechanical engineering, or hospitality management would likely enter. Employer, community, and government acceptance of middle-level vocational training in South Australia was also analyzed. It was discovered that, in the past decade, middle-level training in TAFE has assumed new importance throughout South Australia and Australia as a whole. Enrollments have increased dramatically, and in view of the increasing emphasis on providing opportunities for career progression, increases in enrollments in middle-level TAFE courses seem likely to continue for the next 3-5 years. (MN)

ED 360 548 CE 064 333

Kearns, Peter; Papadopoulos, George
A Review of Research and Development Structures and Practices for Vocational Education, Training and Employment in Five OECD Countries.
SPONS. AGENCY- Australian Vocational Education, Employment and Training Advisory Committee, Canberra.
PUB DATE- 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Educational Legislation; *Educational Research; Foreign Countries; Government Role; National Programs; Program Development; Program Implementation; *Research and Development; *Research and Development Centers; *Research Methodology; *Research Projects; *Vocational Education
IDENTIFIERS- England; France; Germany; Sweden; United States

This report reviews the research and development (R&D) structures and practices for vocational education, training, and employment in the United States, Germany, France, Sweden, and England. The organization and management of each country's R&D system as well as R&D agendas and priorities are analyzed. General observations and implications for the setting of strategic directions for vocational education and training (VET) R&D in Australia are developed. Special emphasis is placed on the following: the role, governance, organization, management, and agenda of R&D; quality assurance; cost-resources on scanning information. (KC)

ED 360 566 CE 064 386

Veterans' Job Training. Hearing before the Subcommittee on Education, Training and Employment of the Committee on Veterans' Affairs. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 14 May 92
NOTE- 86p.; Serial No. 102-39. Some small type may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Employment Practices; Employment Programs; *Federal Programs; *Job Training; Labor Needs; *Legislation; Military Training; Policy Formation; Postsecondary Education; Public Policy; *Veterans Education
IDENTIFIERS- Congress 102nd; Proposed Legislation

This document reports the oral and written testimony of witnesses at a Congressional hearing to discuss proposed legislation that would reestablish a veterans' job training program. Witnesses included representatives of veterans' groups and officials of the Department of Veterans Affairs, the Department of Labor, and the National Association of State Approving Agencies. Witnesses said that before further legislation is passed, more efforts and resources should be made available to present programs. They also noted the difficulties in tailoring job training programs to needs, since the labor market has changed so significantly, and they suggested that on-the-job training may not be used much because most veterans want a college education after the service. Suggestions were made to modify the legislation. The document contains a summary of the provisions of the proposed legislation. (KC)

ED 360 567 CE 064 393

Foods and Nutrition 7045. Curriculum Guide.
PUB DATE- Aug 92
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Development; Competence; Competency Based Education; *Consumer Economics; Consumer Education; Course Content; Educational Resources; *Foods Instruction; High Schools; Home Economics; Learning Activities; *Nutrition; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- North Carolina

This curriculum guide was developed for teachers to use in planning and implementing a competency-based high school instructional program in foods and nutrition. It contains materials for a 2-semester course, based on the North Carolina Program of Studies (revised 1992), designed to help students learn about food customs and trends and interpret the relationship of diet to health, nutritional needs of all members of the family, and consumer issues in foods. The eight units of the curriculum cover the following topics: food customs and trends, nutrient requirements and health, management of kitchens and resources, food preparation techniques, leadership and citizenship, special nutritional needs, meal management, and career opportunities. Units include

Parent Attitudes; *Rural Education; *School Counselors; Secondary School Teachers; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Kentucky; Middle School Students

While the appropriate duties of elementary and secondary school counselors have been well defined by various professional organizations, these duties remain unclear in the middle school level. This study was conducted to examine the perceptions of teachers, administrators, parents, and students in grades six through eight concerning the appropriate roles of the middle school counselor. The Role of Counselors Survey (ROCS) was completed by 263 students, 111 parents, 43 teachers, and 8 administrators (total N=425) from eight middle schools in rural Northeastern Kentucky (an eight county, rural area located in the Appalachian Mountain region). The findings revealed that teachers and administrators perceived the role of the middle school counselor more favorably than did the students and parents. In spite of their favorable perception of the counselor, teachers often saw counselors as an alternative to administrative personnel because of the administrative duties that are often thrust upon them. The less favorable perception of the counselor held by students and parents could be linked to the fact that counselors are very often seen performing administrative duties, causing conflict between the perceived role of the counselor and his/her true role. This supports the view that there is a need for role definition of counselors. The survey instrument is attached. (NB)

ED 360 587 CG 024 967

Keeping Every Child Safe: Curbing the Epidemic of Violence. Joint Hearing Examining the Impact of Violence on Children before the Subcommittee on Children, Family, Drugs, and Alcoholism of the Committee on Labor and Human Resources, U.S. Senate, and the Select Committee on Children, Youth, and Families of the House of Representatives. One Hundred Third Congress, First Session.
PUB DATE- 10 Mar 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; Federal Legislation; Hearings; *Juvenile Gangs; *Prevention; *Violence; *Youth Problems
IDENTIFIERS- *Child Protection; Congress 103rd

This document presents testimony regarding the impact of violence on children. The opening statement of Senator Dodd discusses the exposure of American children to violence and notes the Senator's introduction of the "Child and Family Services and Law Enforcement Partnership Act," an act proposed to provide children exposed to violence with immediate assessment and intervention by child mental health professionals and to augment community policing efforts by providing training for law enforcement in child, family, and cultural issues. Testimonies are provided by: (1) Brandon Green, a 7-year-old boy who had recently witnessed a murder; (2) Liany Elba Arroyo, a 16-year-old girl who is working with a group of friends to curb violence in her community; (3) Carmen Siberon, director of Case Management for Bridgeport (Connecticut) Futures Initiatives, a community partnership that administers programs for high-risk youth; (4) Wayne Meyers, a shooting victim who is wheelchair-bound and a member of the P.O.W.E.R. (People Opening the World's Eyes to Reality) Group; (5) Byrl Phillips-Taylor, a mother whose adolescent son was shot and killed by a classmate; (6) Megan McGillicuddy and Tiffany Cruz, fifth graders from a school where the principal was gunned down; (7) Deborah identifying this group with in-school factors such as absenteeism, poor grades, learning disabilities, or behavior problems. This study not only proposes to verify previous research relating locus of control to gender and ethnicity, but also to confirm the findings that children considered at-risk have a greater tendency to have an external locus of control than their not at-risk peers. Such a conclusion would thus add a psychological dimension to the at-risk status. The results gathered from 114 fifth grade students revealed no significant relationship between locus of control and gender or ethnicity. A very significant relationship was observed between being at-risk and having a greater tendency toward an external locus of control. The implications of these findings to educators are discussed. (Contains 32 references.) (Author)

ED 360 606 CG 024 991

Dillon, Randy K.
"What I Hear You Saying Is...": Comparison of Two Counseling Approaches in Interracial Counselor-Client Initial Interactions.
PUB DATE- Mar 93
NOTE- 25p.; Paper presented at the Annual Meeting of the International Listening Association (Memphis, TN, March 3-6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Client Characteristics (Human Services); *Counseling Techniques; Counselor Client Relationship; Counselor Role; Ethnicity; Higher Education; Interpersonal Communication; *Listening Skills; *Minority Groups; *Nondirective Counseling; Racial Differences; *Reality Therapy; *Termination of Treatment; Undergraduate Students

It has been estimated that, by the year 2000, 30% of the American population will hold minority status. More than 50% of minority individuals who seek counseling services terminate after the first session, compared to 30% for white clients. This study examined whether counseling technique was a relevant factor in multicultural counseling by comparing the Rogerian person-centered approach to reality therapy in counseling dyads involving a white counselor and a black client. Black undergraduate students (N=31) viewed videotaped counseling sessions that used either reality therapy or person-centered therapy and completed feedback forms expressing their degree of satisfaction with each scene. The findings revealed that black students viewed reality therapy as more beneficial than person-centered therapy. Black students viewed reality therapy more favorably than person-centered therapy on 7 of 15 statements. The counselor in the reality scene was viewed as honest by 90% of subjects, while the counselor in the person-centered scene was viewed as honest by 52% of the subjects. Only 29% of the subjects felt that the client on the videotape should return to the person-centered counselor, compared to 81% who agreed that the client should return to the reality therapy counselor. (NB)

ED 360 607 CG 024 992

Ralph, Barbara J.; Coll, Kenneth M.
Effects of Alcoholism on Grandchildren: A Bowenian Perspective.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

structural analysis instruction should focus on the strategic use of word parts, in conjunction with other sources of information such as context, with a focus on the goal of gaining meaning from text. (Five tables listing aspects of structural instruction and practice as presented in the six programs are included; 22 references are attached.) (RS)

ED 360 626 CS 213 890

Strasma, Kip
Students' Compulsion To Screen: Research on Kenneth Burke's Terministic Screens.
PUB DATE- Mar 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Freshmen; Freewriting; Freshman Composition; Higher Education; Models; *Writing (Composition); Writing Processes; Writing Research
IDENTIFIERS- *Burke (Kenneth); Selection Theory; *Terministic Screens

Kenneth Burke suggests that language operates from ultimate motives centered around "god-terms" through terministic screens. God-terms represent the strongest terministic screens in any culture: they screen attention to selected realities while screening or deflecting away others. A model of composition can be constructed from these theoretical principles. A person preparing to write has a number of terms from which to choose, a few of which may be god-terms that direct attention over and above the observations possible through the remaining terms. The writer follows through with the initial observations by selecting similar terms for the available terminology. A study included a freewriting construct completed by 150 freshmen that included three different writing prompts, each containing a quote about freedom, an almost universal god-term among Americans. Competing god-terms in the prompts were communism, flag-burner, and environmentalism. A random sample of 100 essays were analyzed. Results indicated that terministic screens were observed: students selected their own god-terms and supported them as their own position. Pedagogical applications of the model and the study include: (1) provide multicultural viewpoints in prompts; (2) encourage students to revise specifically for their own terministic compulsion; (3) teach critical reading strategies to discover god-terms; and (4) use collaborative exercises in which students assume different terminologies. (The three writing prompts, a figure representing a composition model and graphs are attached.) (RS)

ED 360 627 CS 213 903

Cole, Michael
Vygotsky and Writing: Reflections from a Distant Discipline.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English

PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Processes; Higher Education; Learning Activities; Reading Writing Relationship; Secondary Education; Thinking Skills; *Writing Across the Curriculum; *Writing Assignments
IDENTIFIERS- Blooms Taxonomy; *Writing to Learn

Content area teachers interested in using writing to learn activities need to be well informed about the learning promoted by certain writing tasks before assigning them. Writing assignments should not be thoughtlessly and arbitrarily assigned with the expectation that learning, somewhat miraculously or mysteriously, will occur. Although writing assignments that can promote learning are probably as abundant as the kinds of learning that are possible in a classroom, many concur that effective writing to learn assignments are those which the instructor designs to match particular learning objectives in the class. To develop effective writing assignments the teacher would do well to consider Benjamin Bloom's "Taxonomy of Educational Objectives." Writing seems to be particularly well-suited to meet objectives at the higher levels of the cognitive domains, such as analysis, synthesis, and evaluation, that is, the ones that require critical thinking. Since much of the material to be learned in content courses comes from books, writing tasks that demand interaction with a reading text would seem easily applied in any classroom. Some studies suggest that working on projects unique to a discipline is a way to foster learning in that content area. Other research indicates that summary writing demands more than simple recall skills from students. Differentiating between major points and supporting details in a text and combining the condensed material into a new form force the student to analyze, evaluate, and synthesize the material he or she reads. (Contains 33 references.) (NH)

ED 360 647 CS 213 976

The Bread Loaf Writing Grants Program.
SPONS. AGENCY- Mr. Bingham's Trust for Charity.
PUB DATE- Jun 91
NOTE- 251p.; Small or broken print on some pages may affect legibility.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; *Cross Age Teaching; Curriculum Development; Elementary Secondary Education; English Instruction; Program Descriptions; Staff Development; Tutoring; *Writing Instruction
IDENTIFIERS- Bread Loaf Writing Grants Program

Illustrating that the Bread Loaf Grants Program is cost-effective and beneficial, this collection presents reports and articles by and about teachers and students involved in staff and curriculum development projects funded by the program. The collection concludes that the projects demonstrate that literacy flourishes in settings where children and young people

ED 360 665 CS 508 250

Reichle, Joe, Ed.; Wacker, David P., Ed.
Communicative Alternatives to Challenging Behavior: Integrating Functional Assessment and Intervention Strategies. Volume 3. Communication and Language Intervention Series.
PUB DATE- 93
NOTE- 477p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Collected Works - General (020)
DESCRIPTORS- *Antisocial Behavior; *Behavior Change; *Behavior Modification; *Behavior Problems; *Change Strategies; Elementary Secondary Education; *Evaluation Methods; Higher Education; Intervention
IDENTIFIERS- Communication Strategies; *Functional Communication

Emphasizing the use of communication training as the foundation for effective behavioral programming, this book explains how challenging behavior can be redirected into socially acceptable behavior through functional communication intervention. The book offers hands-on assessment and intervention strategies that can be used in school, home, work, and community settings. The book's 16 chapters are: (1) "Functional Communication Training as an Intervention for Problem Behavior: An Overview and Introduction to Our Edited Volume" (David P. Wacker and Joe Reichle); (2) "Naturalistic Observations in Community Settings" (Joseph S. Lalli and Han-Leong Goh); (3) "Extending Functional Analysis Procedures to Outpatient and Classroom Settings for Children with Mild Disabilities" (Linda J. Cooper and Jay Harding); (4) "Reciprocal Social Influences in the Analysis and Intervention of Severe Challenging Behavior" (Jill C. Taylor and Edward G. Carr); (5) "Identifying Stimulus Control of Challenging Behavior" (James W. Halle and Joseph E. Spradlin); (6) "Factors Affecting Selection of Behavioral Interventions" (F. Charles Mace and Maura L. Roberts); (7) "Interventions Based on Covariation of Desired and Inappropriate Behavior" (John M. Parrish and Maura L. Roberts); (8) "Assessment and Intervention for Children within the Instructional Curriculum" (Glen Dunlap and Lee Kern); (9) "Addressing Socially Motivated Challenging Behaviors by Establishing Communicative Alternatives: Basics of a General-Case Approach" (Rob O'Neill and Joe Reichle); (10); "Applying General-Case Instructional Strategies When Teaching Communicative Alternatives to Challenging Behavior" (Paris DePaepe and others); (11) "Assessment and Intervention Considerations for Unconventional Verbal Behavior" (Barry M. Prizant and Patrick J. Rydell); (12) "Communicative Correspondence and Mediated Generalization" (Trevor Stokes and others); (13) "Functional Communication Training: Factors Affecting Effectiveness, Generalization, and Maintenance" (V. Mark Durand and others); (14) "Transferring Implementation of Functional Assessment Procedures from the Clinic to Natural Settings" (Wendy K. Berg and Gary M. Sasso); (15) "Issues in Providing Training To Achieve Comprehensive Behavioral Support" (Jacki L. Anderson and others); and (16) "Meaningful Outcomes in Behavioral Intervention: Evaluating Positive Approaches to the Remediation of Challenging Behaviors" (Luanna H. Meyer and Ian M. Evans). (RS)

ED 360 666 CS 508 252

nonprofit institutions, with sponsorship, implementation, and evaluation maintained by external institutions; (3) significant public-sector support; and (4) a strong commitment to reduce the gap between home culture and school culture by shaping program components to respond to and build on home-culture values, structures, and language. Contains 332 references, 16 contacts, and 4 tables. (LMI)

ED 360 684 EA 025 118

What Communities Should Know and Be Able To Do about Education.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.; Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- Jul 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Cooperation; *Community Involvement; *Community Support; Educational Change; Educational Cooperation; *Educational Improvement; Elementary Secondary Education; *Mathematics Achievement; Program Implementation; *Science Education

This workbook offers information about building community support for educational reform, particularly for improving mathematics and science education. Following an introductory chapter that explains the need for community support, the second chapter offers step-by-step suggestions for bringing the community together, some of which are identifying participants and building a successful coalition. The third chapter describes steps for working together to create a vision. Tips are offered for creating a dialog, deciding what issues and questions to address, conducting a professional forum, choosing coalition leaders, deciding participants' roles, gathering information about the state of education, and working toward consensus. The fourth chapter provides examples of how states and communities have used the community-building process to improve mathematics and science education and to restructure the education system as a whole. Programs implemented in Alaska, Arkansas, Connecticut, Indiana, South Carolina, and Vermont are described. Four worksheets are included. Appendices contain suggestions for working with the media and for fundraising, examples of evidence of success in building community support, and a list of resources. (LMI)

ED 360 685 EA 025 122

Grant, Lawrence
Roger L. Sullivan High School: Success by Exhibition. Project Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 47p.; For the case analysis of four case studies, see EA 025 132; for the individual case studies, see EA 025 123-125.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Change; *Educational Environment; *Educational Improvement; *Educational Innovation;

principal's world. Four tables are included. (Contains 44 references.) (LMI)

ED 360 704 EA 025 148

Hsu, Philip, Jr.
Educational Policy-Making as Power Struggle in a Multi-Cultural Society: The Malaysian Case. Revised Draft.
PUB DATE- Mar 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Kingston, Jamaica, March 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Culture Conflict; *Discriminatory Legislation; Educational Opportunities; *Educational Policy; Equal Education; Foreign Countries; Higher Education; *Policy Formation; *Politics of Education
IDENTIFIERS- *Malaysia

This essay demonstrates how politics affected educational policy making at the national level in Malaysia. A historical and social overview describes the country's ethnic diversity and the passage of legislation that was designed to promote universal access to education. The government's higher education policies are evaluated, based on a process model of policy formation that includes the components of effectiveness, efficiency, legitimacy, and equity. From the standpoint of the Malaysian government, the higher education policies were successful in ensuring the Bumiputeras (Malays and other indigenous tribal groups) access to and representation in the universities, which reinforced the dominance of Malaysian culture. The government's higher education policies receive an "A" in effectiveness, a "B" in efficiency, a "B minus" in legitimacy, and an "F" in equity. New social injustices have been created by the Malaysian government as part of its effort to correct past injustices suffered by the Malaysians under colonial rule. Based on the above criteria, there is little evidence to support the claim that these higher education policies have been successful. The strategies to bring about greater cohesiveness and unity among the racial groups through a common language, curriculum, and learning experience have resulted in universities that are more polarized along ethnic lines than ever before. Educational policy making is a political process that reflects broader social ends that themselves reflect the interests and powers of different social groups. (Contains 12 references.) (LMI)

ED 360 705 EA 025 149

Empey, Donald W.
Comprehensive Substance Abuse Prevention Education Program.
PUB DATE- Feb 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Western Regional Center for Drug-Free Schools and Communities (Portland, OR, February 3-5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Discipline Policy; *Drug Abuse; *Drug Education; Drug Use; Elementary Secondary Education; *Prevention; Smoking; *Substance Abuse;

1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Family Environment; *Family School Relationship; *Parent Participation; *Parent School Relationship; Program Effectiveness; School Community Relationship

The interrelationships between child and family outcomes can best be understood within an ecological perspective of psychological, social, and economic factors. Based on work with a group of early education and intervention projects with a two-generation focus, this paper proposes a conceptual framework for defining and assessing the impact of programs on families. A matrix is developed that relates program goals, objectives, and activities to projected impacts and outcomes. Summary tables of impacts, outcomes, indicators, and measures are given for five overlapping dimensions of family life: (1) child-family relations; (2) family psychosocial environment; (3) family health and nutrition; (4) family resources and support; and (5) family-school-community relations. This analytic tool has utility for program planners and evaluators. Using the matrix in the planning process embeds assessment into the intervention and identifies measurable outcomes related to program goals. Using the matrix in the evaluative process provides a way of analyzing program effects and insuring the relevance and applicability of identified indicators and measures. Five tables and three figures are included. (Contains 54 references.) (LMI)

ED 360 725 EA 025 174

Wettersten, Jill A.
Leadership Strategies of Exemplary High School Department Chairs: Four Case Studies of Successful "Middle Managers."
PUB DATE- Apr 93
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Collegiality; *Department Heads; *High Schools; Interprofessional Relationship; Leadership; *Leadership Styles; Management Development; *Participative Decision Making; *Social Exchange Theory; Teacher Administrator Relationship

This paper presents findings of case studies that applied social exchange theory to examine the instructional leadership roles of four exemplary high school department chairs. Data were gathered at four suburban high schools in a large metropolitan area of the midwestern United States using the methods of observation and interviews with the chairs, teachers, administrators, and other building chairs. Findings indicate that the chairs engaged in similar leadership practices as middle managers within their different high school environments. The chairs maintained constant communication with administrators and teachers, delivered services and rewards, practiced collegiality, and treated teachers and administrators with respect, fairness, and sensitivity. Finally, by skillfully utilizing the exchange process, chairs acquired considerable informal authority that they used to carry out their tasks.

ED 360 743 EA 025 197

Lyman, Linda L.
Understanding Board of Education Decision-Making Processes.
PUB DATE- Apr 93
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Board Administrator Relationship; Board of Education Role; *Boards of Education; Case Studies; *Decision Making; Elementary Secondary Education; Policy Formation; *Sexual Abuse; *Superintendents

This paper presents the findings of a single case study of a particular board of education's decision-making process in a crisis situation, and explores interpretation of those findings from two theoretical perspectives. The crisis resulted from the charges against and conviction of the superintendent for a sexual assault on a 17-year-old female student. The study combines elements of qualitative research and historical analysis. Answers to descriptive and interpretive research questions result from inductive content analysis of 42 public documents and transcripts from 10 oral testimony interviews. Of the board's 11 documented decisions, 2 were identified as key or crucial decisions. They were: (1) the decision to delay action with respect to the superintendent's continuing employment until after the court verdict; and (2) the decision, after the conviction, to allow the superintendent to retire early in a settlement that enhanced his retirement benefits. Ten factors and issues influencing the two key decisions are discussed. The theoretical interpretations explored are the Constraints Model of Policymaking Processes developed by Irving Janus (1989) and selected findings from research on school board culture. (Contains 29 references.) (RR)

ED 360 744 EA 025 198

Caldas, Stephen J.; Franklin, Bobby J.
Louisiana Leadership Academy: A Model School Design. Working Paper.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Schools; *Disadvantaged Environment; *Economically Disadvantaged; *Educational Environment; Educational Improvement; Elementary Secondary Education; Inner City; *Nontraditional Education; Public Education; *Public Schools; School Restructuring
IDENTIFIERS- *Louisiana Leadership Academy

This paper describes a design for a public school academy, the Louisiana Leadership Academy, which provides a total immersion environment primarily for youth from disadvantaged backgrounds. Success is contingent upon choice and community support. Objectives are to: (1) build self-discipline and self-respect;

NOTE- 31p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (117th, Washington, DC, June 5, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Students; *Coping; Foreign Countries; Goal Orientation; Higher Education; Labeling (of Persons); *Learning Disabilities; *Performance Factors; Self Esteem; Self Evaluation (Individuals); State Universities; Student Characteristics; Study Skills; *Success

This study investigates definitions and usage of the term "mental retardation" worldwide, via a review of the literature and a survey of 20 countries. Nineteen of the 20 responding countries reported using some sort of intelligence quotient (IQ) criterion to determine mental retardation, though the criterion varies. In some countries, there are differences between official classification systems and practical ones, with the official systems being used for clinical and scientific purposes while welfare agencies use practical classifications for identifying severity of disability. The paper finds that IQ may provide a statistical convenience, but it appears to be relatively insignificant in making real life decisions associated with treatment. The paper notes that analysis of different countries' terminology provides insight into cultural perspectives. The paper concludes that differences in ability are recognized in all cultures, and the impact of these differences cannot be separated from surrounding social, political, and economic conditions. Mental retardation is viewed as a social phenomenon that includes people with known organic etiology, and IQ is a neat label for a package of behaviors that generally correspond to a given level. (Contains 25 references.) (JDD)

ED 360 764   EC 302 335

Barga, Nancy K.
Learning Disabled Students in Education: Managing a Disability.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Conference of the American Educational Research Association (Atlanta, GA, April, 1993). Supported by a grant from the Washington Educational Research Association.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Students; *Coping; Goal Orientation; Higher Education; Labeling (of Persons); *Learning Disabilities; *Performance Factors; Self Esteem; Self Evaluation (Individuals); State Universities; Student Characteristics; Study Skills; *Success

This qualitative study examined factors that have contributed to the educational success of nine college students with learning disabilities and explored how these students manage their disabilities in the educational arena. Data came from student academic records, interviews, and classroom observations over a 6-month period. Factors studied include the impact of labeling, the feeling of stigmatization, denial of access to particular programs of study, positive coping techniques, the role of benefactors, self-improvement techniques, management and study skills, and development of passing techniques to avoid disclosure. The study found that six of the students used though parents of children who were the oldest in the classes were less likely to be satisfied with multi-age grouping. Teachers reported students' acquisition of leadership skills and growth in academic areas. Implications for development of multi-age programs are discussed. Program information and the parent and child surveys are attached. (Contains 28 references.) (DB)

ED 360 783 EC 302 355

Stout, Judy
The Use of Cooperative Learning with Elementary Gifted Students: Practical and Theoretical Implications.
PUB DATE- 12 Apr 93
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Learning; Educational Methods; Elementary Education; Elementary School Students; *Gifted; *Grouping (Instructional Purposes); Heterogeneous Grouping; Homogeneous Grouping; *Instructional Effectiveness; Intermediate Grades; Interpersonal Competence; Peer Relationship; Student Development

This paper addresses the controversy regarding the use of cooperative learning with gifted elementary students, by means of participant observation methodology. The study had three segments: (1) observation of fourth through sixth grade gifted students working in cooperative groups at a pullout site; (2) interviews with students to assess student understanding of and attitudes toward cooperative learning; and (3) interviews with teachers on their use of cooperative learning and perceptions of gifted students' responses. Results supported the use of cooperative learning with gifted students in heterogeneous or homogeneous settings. Observation indicated that students in cooperative learning groups demonstrated the social and academic behaviors cited in cooperative learning literature. No evidence was found indicating lowered academic achievement, though students did work at the pace of their group. Students reported they learned from nongifted group members as well as peers. Recommendations address appropriate and inappropriate uses of cooperative learning with gifted students. Appendices contain a list of characteristics of cooperative learning, a processing sheet to be filled out by the group at the end of the lesson, and individual evaluation sheets. (Contains 29 references.) (DB)

ED 360 784 EC 302 356

Lynch, Sharon
The Gifted and Talented at Walbrook High: A Restructured School in Baltimore, Maryland.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

provider to the person and to the person's friends and family are listed. (JDD)

ED 360 802 EC 302 384

Roy, George W.
The Development and Implementation of a Group Social Skills Program for Emotionally Disturbed Children in a Special Education School.
PUB DATE- 22 Mar 93
NOTE- 60p.; Master's Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Disorders; *Classroom Environment; Curriculum; Day Programs; Elementary School Students; Elementary Secondary Education; *Emotional Disturbances; Emotional Experience; Generalization; *Interpersonal Competence; *Intervention; Program Development; Secondary School Students; Small Group Instruction

A program was developed to address the needs of 20 day students with emotional and behavioral disturbances, who had been expelled from other special school programs. A small group format was used to teach and to practice fundamental social skills necessary for coping with the classroom environment. Groups of three children were formed on the basis of similar developmental levels and social compatibility. Each group received 10 hours of instruction, focusing on identifying feelings in self and others, understanding feelings, expressing feelings, and managing such feelings as anger and frustration. In addition, all of the school staff were trained in the curriculum content so they could assist with generalization from the program back to the home classroom. Twenty-three of 25 special educators endorsed the continuation of the intervention program beyond its pilot stage. (Contains 14 references and a bibliography of approximately 50 items.) (JDD)

ED 360 803 EC 302 385

MacMillan, Donald L.; And Others
A Study of Minimum Competency Tests and Their Impact. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 90
NOTE- 162p.; Appendices B and C may not reproduce clearly due to filled print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Failure; Attendance; Discipline; Dropout Rate; *Educational Attainment; *Educational Experience; *High Risk Students; Junior High Schools; Junior High School Students; Low Achievement; *Mild Mental Retardation; *Minimum Competency Testing; Self Concept; Student Attitudes

This project studied the impact of Minimum Competency Tests (MCT) on the educational careers of secondary students. The educational experiences of those students passing the MCT were compared with the experiences of those students not passing the MCT. The study compared three categories of students (learning handicapped, educationally marginal, and controls) on such outcomes as types of courses taken, transferring out of the of language development as compared to standard patterns in the acquisition of the target language. Rapid Profile was developed from standard Profile Analysis (Fletcher, Garman, & Crystal, 1976) which is based on an interview, full transcription of the interview, and analysis of the transcript. RapPro Trainer uses the same observation interface as the Rapid Profile procedure but has added features based on a compact disc containing high quality recordings of learner speech. Rapid Profile can be carried out in real time, uses spoken data, and uses an informant, an analyst, and a facilitator as participants. Tasks involved in the data elicitation procedure are detailed, as is the observation screen used by the human assessor during the task elicitation/assessment session. Rapid Profile's report module and the training necessary to correctly administer a Rapid Profile assessment are also addressed. (JP)

ED 360 823 FL 021 363

Lo Bianco, Joseph; Liddicoat, Anthony
Language Use in Classrooms in Western Samoan Schools.
PUB DATE- 91
NOTE- 19p.; For serial publication in which this article appears, see FL 021 359.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Bilingual Education; Classroom Environment; Classroom Research; Educational Policy; *English (Second Language); Foreign Countries; Junior High Schools; Language Usage; *Samoan; Teaching Methods; Uncommonly Taught Languages
IDENTIFIERS- *Western Samoa

To inform discussions of revising the curriculum of junior secondary schools in Western Samoa, a series of structured observations of classrooms was conducted. Data from 145 classes, covering Business/Commercial Studies, English Home Economics, Manual Arts, Mathematics, Samoan Studies, Science and Social Science, were analyzed. With the exception of Samoan Studies and Manual Arts, all classes were taught in English. Results show that teachers employed a mixing approach to bilingual teaching, in which both languages are used concurrently in all subject areas. Mixing was also a feature of student language use, and classes in which English was used exclusively by the students had much higher levels of language mixing than those in which students used only Samoan. Disadvantages to the use of mixing as a method of bilingual education are addressed. (JP)

ED 360 824 FL 021 364

Ingram, D. E.
The International English Language Testing System (IELTS): The Speaking Test.
PUB DATE- 91
NOTE- 15p.; Presented to the 1990 RELC Regional Seminar (Singapore, April 9-12, 1990). Adapted from a paper by D. E. Ingram and Elaine Wylie presented at the Language Testing Research Colloquium (San Francisco, March 2-5, 1990). For serial publication in which this article appears, see FL 021 359. For a related paper, see ED 342 211.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)

academic competence, English reading and mathematics, and Spanish mathematics; Spanish speakers outperformed English speakers in Spanish reading. The best predictors of current English reading and mathematics achievement were the Spanish and English mathematics scores from two years previous. Results are compared with previous research and discussed in terms of their theoretical significance. (Contains 21 references.) (JL)

ED 360 846 FL 021 424

Effective Transition (Project E.T.), Final Evaluation Profile. Transitional Bilingual Education 1991-92. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education Programs; Cantonese; Career Education; Dropout Prevention; English (Second Language); High Schools; High School Students; Junior High Schools; Junior High School Students; Mathematics Instruction; Native Language Instruction; Parent Participation; *Program Effectiveness; *Program Evaluation; *Program Implementation; Science Instruction; Social Studies; Spanish; Staff Development; *Transitional Programs
IDENTIFIERS- Content Area Teaching; New York City Board of Education; *Project ET NY

Students from Lafayette High School and Pershing Intermediate School in Brooklyn, New York who were of Spanish and Cantonese linguistic backgrounds (and who scored at or below the 40th percentile on the Language Assessment Battery) received intensive instruction in English-as-a-Second-Language (ESL) and native language arts (NLA) in Spanish or Cantonese. Although only 73 students were enrolled in the project, data is provided for a greater number of students. Instruction in math, social studies, science, and computer science was provided in Spanish or Cantonese. Teachers, students, and consultants designed, assembled, and tested a series of science modules; curriculum and staff development components focused on improving the hands-on, process, and concept-based scientific experiences. The project met its objectives for Chinese NLA, content area subjects, the career education objective for the organization of a career conference and advisement, attendance rates, dropout prevention, and parental involvement. The project did not meet its objectives for ESL, staff awareness of pupil needs and problems, and staff development. Data collection and analysis methods and instructional materials are appended. (JP)

ED 360 847 FL 021 425

Augustin, Marc
Higher Achievement and Improvement through Instruction with Computers and Scholarly Transition and Resource Systems Program (Project HAITI STARS). Transitional Bilingual Education 1991-92. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 17p.; For earlier reports, see ED 337 544 and ED 319 248.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bilingual Education; Career Counseling; *Chinese Americans; Computer Assisted Instruction; Curriculum Development; English (Second Language); *Haitian Creole; High Schools; *High School Students; Language Arts;

NOTE- 197p.; For individual papers, see FL 021 458-470.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indian Education; Arabic; *Bilingual Education; Bilingualism; Case Studies; Cooperative Learning; Cultural Pluralism; Cultural Traits; *Educational Environment; Educational Strategies; Elementary Education; Elementary Secondary Education; English (Second Language); Gifted; Higher Education; High Schools; *Limited English Speaking; Literacy Education; Native Language Instruction; Outcomes of Education; Parent Role; Primary Education; Reading Instruction; Refugees; School Community Relationship; Second Language Instruction; *Second Languages; Spanish; Teacher Certification; Uncommonly Taught Languages; Whole Language Approach
IDENTIFIERS- Southeast Asians; *Two Way Bilingual Education

Papers from the 1990 and 1991 conferences of the National Association for Bilingual Education (NABE) are presented, including: "Beyond Socially Naive Bilingual Education: The Effects of Schooling and Ethnolinguistic Vitality of the Community on Additive and Subtractive Bilingualism" (Rodriguez Landry, Real Allard); "Descubriendo la lectura: An Early Intervention Spanish Language Literacy Project" (Kathy Escamilla, Ana Andrade, Amelia Basurto, Olivia Ruiz); "Emerging Literacy in a Two-Way Bilingual First Grade Classroom" (Natalie A. Kuhlman, Mary Bastian, Lilia Bartolome, Michele Barrios); "Effective Instruction: A Comparison of LEP Student Behaviors and Language Distribution in Regular and Effective Early Childhood Classrooms" (Lilliam Malave); "Creating Conditions for Positive Change: Case Studies in American Indian Education" (Teresa L. McCarty); "Examining Identification and Instruction Practices for Gifted and Talented Limited-English Proficient Students" (Andrea B. Bermudez, Steven J. Rakow); "Meeting the Needs of Gifted and Talented Limited English Proficient Student: The UHCL Prototype" (Bermudez, Rakow, Judith M. Marquez, Cheryl Sawyer, Cynthia Ryan); "Some Connections Between Bilingual Education and ESL Programs" (Luisa Duran); "Parents, Teachers and Students - Interactive Whole Language" (Maria G. Ramirez, Elva R. Mellor); "Whole Language: How Does It Support Second Language Learners?" (Yvonne S. Freeman, David E. Freeman); "Teaching English to Arabic-Speaking Students: Cultural and Linguistic Considerations" (Sheryl L. Santos, Mihmoud F. Suleiman); "Cooperative Learning, Multicultural Functioning, and Student Achievement" (Cecilia Salazar Parrenas, Florante Yap Parrenas); and "Reconstruction of Academic Credentials for Southeast Asian Refugee Teachers: A Comprehensive IHE Approach to Access and Excellence" (Juan C. Rodriguez). (MSE)

ED 360 866 FL 021 458

Landry, Rodriguez; Allard, Real
Beyond Socially Naive Bilingual Education: The Effects of Schooling and Ethnolinguistic Vitality on Additive and Subtractive Bilingualism.
PUB DATE- 93
NOTE- 32p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p1-30; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

improvement found that significant gains occurred. Anecdotal student attitudes indicated that some were positive while others viewed the ethics units as extra work. Faculty participants in workshops were also positive. An executive summary is included. Appendixes contain five reprinted journal articles, the curriculum, information on a handbook, and student achievement data. (JB)

ED 360 884 HE 026 616

Blank, Jerome W.; Popovich, Nicholas G.
Certificate Program in Self-Care for Pharmacy Practice.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 30 Sep 88
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Certification; Communication Skills; Higher Education; *Home Study; *Pharmaceutical Education; *Pharmacists; Pharmacology; *Professional Continuing Education; Program Descriptions; Program Implementation; Self Care Skills; Workshops
IDENTIFIERS- *Pharmacology and Patient Care; *Purdue University IN

The Purdue University School of Pharmacy and Pharmacal Sciences initiated a Certificate Program in Self-Care for Pharmacy Practice. The program aimed to enable pharmacists to develop their practice to better serve the self-care needs of customers. In a pilot group 26 participating pharmacists took a sequence of home study modules and workshops bracketed by introductory and closing workshops focusing on major issues and strategies in self-care consulting. Using a model of knowledge, skills and application, the eight therapeutic home study modules employed videotapes and print materials to emphasize disease or condition information pharmacists should know to advise or instruct customers. Workshops developed skills of pharmacists to ascertain information, instruct and advise patients about their condition, or refer them to another provider. Pharmacists also learned how to address other topics to allow them to independently develop new areas after the certificate program. Throughout the program participants were evaluated on knowledge and skill acquisition, attitudes toward the program, organization, techniques and intensity. Later the Indiana Pharmacists Association helped participants prepare for the certification process. Twenty-five of the participants completed the program, spent about 125 hours over 14 months on the program, and rated it highly. An executive summary is included with the final report. Appendixes contain five tables and comments for the funding staff. (JB)

ED 360 885 HE 026 617

Klein, Stephen P.; And Others
Interactions among Gift-Aid Programs in Indiana.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 92
NOTE- 102p.; For a related document, see HE 026 618.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; College Students; Eligibility; *Grants; Higher Education; *Need Analysis (Student Financial

postsecondary education and receiving aid persisted. Appendixes contain a glossary, technical notes and explanation of methodology, and supplemental tables. (JB)

ED 360 903 HE 026 639

Maramark, Sheilah; Maline, Mindi Barth
Academic Dishonesty Among College Students. Issues in Education.
PUB DATE- Aug 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cheating; Codes of Ethics; College Administration; College Faculty; College Students; Discipline Policy; Discipline Problems; *Educational Trends; *Higher Education; Plagiarism; School Policy; Student Attitudes
IDENTIFIERS- *Academic Misconduct

This monograph addresses some common questions about academic dishonesty in higher education and reviews issues affecting these institutions in light of existing research. The extent of academic dishonesty and the perception that it is increasing is examined. Three studies cited indicate that cheating is chronic and that 60 to 75 percent of students do cheat. A look at causes of cheating include ignorance of concepts such as collaboration, fair-use, and plagiarism, and also stress, and competition for jobs, scholarships, and admission to post-college programs. Research indicates that cheating depends significantly on situational characteristics of the classroom or institutions and that cheating is less likely to occur when there are threats of detection or sanctions. Faculty reaction research suggests that despite concerns, faculty rarely discuss rules on academic dishonesty in their classrooms. Findings also indicate that faculty often bypass university policy and handle cheating incidents on an individual basis. Research on how institutions respond to cheating incidents finds that key issues are: how academic dishonesty is defined, how cases are assessed, and how cheating is monitored. The paper concludes that institutions must take a proactive stance to reduce the incidence of cheating and to improve the climate for honesty. Contains 44 notes and 3 references. (JB)

ED 360 904 HE 026 640

Volkwein, J. Fredericks; And Others
The Relationship of Campus Crime to Campus and Community Characteristics. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 27p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Campuses; *Colleges; *Community Characteristics; Community Influence; *Crime; Crime Prevention; Higher Education; *Institutional Characteristics; Law Enforcement; School Security; School Vandalism; Security Personnel; Statistical Analysis; Stealing; Violence
IDENTIFIERS- *AIR Forum

A study of campus crime trends from 1974 to 1990 examines the relationships between campus crime and college characteristics. The research drew on merged national databases containing campuses, as well as future student support priority determinations, will need to take into account the fact that no one issue is predominant for the increasing numbers of students that have significant off-campus obligations. (Contains nine references.) (Author/GLR)

ED 360 921 HE 026 659

Cash, R. William; McFadden, Karen S.
Who Doesn't Respond to Applicant Surveys? An Analysis of Respondent Bias. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 17p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; College Admission; *College Applicants; *College Bound Students; College Choice; Higher Education; Inquiry; Institutional Research; *Mail Surveys; Research Methodology; *Student Reaction; *Telephone Surveys
IDENTIFIERS- *AIR Forum; Saint Marys College IN

Higher education administrators often wonder if the information they receive from the low response rates to surveys of non-matriculating applicants accurately reflects the entire population of these non-matriculants. These questions are exacerbated by evidence that response bias does exist. This paper describes how St. Mary's College in Notre Dame, Indiana, studied its response bias through mail and phone follow-up surveys. Results are reported from: (1) two mailed surveys, one sent to all accepted applicants who notified the institution of their intent to attend elsewhere and another shorter version (postcard) mailed to those who had not responded to the first survey; and (2) a final telephone follow-up to all remaining non-respondents. Findings from these efforts showed few differences between those who responded to the initial survey and those contacted in the subsequent surveys. It was concluded that there is no need to adjust for non-respondent bias in future surveys. The cost effectiveness of telephone follow-up, particularly when coupled with its high response rate, suggests that future surveys of non-respondents should utilize this method exclusively, rather than the postcard survey. (GLR)

ED 360 922 HE 026 660

Kinnick, Mary K.
What Does an Academic Department Chairperson Need To Know Anyway? AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Department Heads; Group Discussion; Higher Education; *Information Needs; Information Sources; Institutional Research; Interviews; Literature Reviews; *Needs Assessment; Public Colleges; Research;

testing and certification, and perceptions of training and training boards. Even though the reform of the Canadian training infrastructure and establishment of the CLFDB are too recent to permit any definitive assessment of their success, there is reason to hope that changing employer, government, labor union, and education/training institution attitudes will foster the development of a "training culture" such as exists in Germany, Japan, and elsewhere and will thus make it possible for the CLFDB to succeed. (Contains 26 references.) (MN)

ED 360 471 CE 063 556

Wilson, David N.
The Effectiveness of National Training Boards. Training Discussion Papers No. 110.
PUB DATE- 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Organization; Board of Education Role; *Boards of Education; Case Studies; Check Lists; Coordination; Delivery Systems; Educational Administration; Educational Policy; Financial Support; Foreign Countries; Guidelines; *National Programs; *Organizational Development; *Organizational Effectiveness; Policy Formation; Postsecondary Education; Program Effectiveness; Secondary Education; *Vocational Education
IDENTIFIERS- Australia; Brazil; Canada; Colombia; Germany; *National Training Boards; Singapore; South Africa; Sweden; United Kingdom

This combination report/guide summarizes practical "how-to" information on the development and operation of national training boards that was gathered in a series of case studies of the effectiveness of national training boards in Canada, Singapore, Sweden, and the United Kingdom and in studies of training boards in Australia, Brazil, Colombia, Germany, and South Africa. The introductory chapter describes the research on which the guide is based, discusses common themes affecting the quality of training in the countries studied, and examines the rationale for training programs. Chapter 2 summarizes the subsequent discussion of the effectiveness of national training boards in the form of a checklist and guidelines for use by countries considering establishing a national training board. Chapters 3-9 synthesize research findings into practical recommendations dealing with the following aspects of initiating and operating national training boards: enabling legislation, training board composition, training board structure, financial resources, delivery of training, institutional planning and operations, and testing and certification. Chapters 10 and 11, which are more analytical than the chapters preceding them, examine the perception and images of national training boards and lessons learned from the case studies. Contains 59 references. (MN)

ED 360 472 CE 063 670

Burge, Elizabeth J.
Connectiveness and Responsiveness.
PUB DATE- Jun 93
NOTE- 16p.; Keynote paper for the Feminist Pedagogy and Women-

methods, such observations are often related to standard, classic sociodemographic variables. The rates of return to employment after participation in a program, as well as the description of individual progress, show that there is no determinist relationship between participation in the programs and return to employment. Thus, these evaluations suggest a greater complexity of entry and reentry processes, which other approaches attempt to examine. Two such approaches can be identified--one based on the strategies used by the beneficiaries and the other analyzing the interactions between the agents of entry (local representatives of national agencies, local employment agencies, training organizations, and potential or real employers) and specific socioeconomic conditions. The methods for identifying these variables consist of non- or semidirective interviews with the participants. Better qualitative evaluation methods, coupled with quantitative approaches, are needed. (KC)

ED 360 491 CE 064 136

Exploring Business & Marketing. Business Education BE 6208. Middle Grades Exploratory Vocational and Technical Education. Curriculum Guide.
PUB DATE- 93
NOTE- 304p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Business; Business Education; *Career Exploration; Course Content; Educational Resources; *Education Work Relationship; Entrepreneurship; Information Systems; Intermediate Grades; Junior High Schools; *Learning Activities; *Marketing; Middle Schools; Small Businesses; *Teaching Methods; Transparencies; Units of Study

This curriculum guide for the middle grades contains materials for a 1-semester course that are designed to help students develop a useful career development plan, especially for those interested in the fields of business and marketing. The guide is organized into seven units that cover the following: (1) the world of business; (2) information systems; (3) accounting and finance; (4) administrative support; (5) marketing; (6) management; and (7) small business and entrepreneurship. Units have these contents: competencies and objectives, student activities keyed to suggested resources, student activity sheets, overhead transparency masters, teacher information sheets, questions for discussion, and teacher keys. (KC)

ED 360 492 CE 064 139

Burbridge, Lynn C.
New Economic Trends for Women's Employment: Implications for Girls' Vocational Education. Working Paper Series No. 247.
SPONS. AGENCY- American Association of Univ. Women Educational Foundation, Washington, D.C.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Economic Climate; Educational Change; Educational Legislation; Educational Trends; *Education Work Relationship; *Employed Women; Employment Level; *Employment Patterns; Equal

were conducted with the case workers and JOBS and teen parent program directors. Results indicated that, although JOBS helped some AFDC teen parents complete their education, states had moved unevenly to enroll teen parents. Overall, about 24 percent of AFDC teen parents had been enrolled in JOBS, but the share varied by states, ranging from 7 to 53 percent. In selecting teen parents for enrollment in JOBS, states did not appear to favor enrolling the easier to serve (volunteers) over those mandated to participate. States' approaches to serving teen parents and their overall financial commitment to the JOBS program affected whether a teen parent was enrolled. Teen parents living in states making a greater financial commitment to JOBS were more likely to be enrolled. Although state actions emerged as key factors affecting teen parents' enrollment, inadequate local services and teen parents' characteristics were significant influences on their success in school. (Appendixes provide the scope and methodology, present summary data on selected characteristics of AFDC teen parents and JOBS services received by teen parents, and summarize responses to questionnaires.) (YLB)

ED 360 511 CE 064 226

The Job Connection. Connecticut's Job Opportunities and Basic Skills Training Program.
PUB DATE- 30 Jun 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Vocational Education; Basic Skills; *Employment Services; Federal Legislation; Job Placement; *Job Training; Program Administration; Program Costs; Program Effectiveness; Program Implementation; Services; *State Programs; *Transitional Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; *Connecticut; Job Opportunities and Basic Skills Program

The Job Connection, which meets the requirements stipulated in the Family Support Act of 1988, is structured to ensure that needy families with children obtain the education, training, and employment needed to help them avoid long-term welfare dependence. The Job Connection program is administered through Connecticut's Department of Income Maintenance and is targeted toward Aid to Families with Dependent Children (AFDC) applicants/recipients. Job Connection services include the following: program orientation; assistance in planning for family self-sufficiency; education and training programs (including adult basic education, English as a Second Language, high school completion, job skills, training, and on-the-job training programs); job placement programs; payment of special benefits for plan-related child care and transportation; referral to community or state services; provision of work-related benefits while participants still qualify for AFDC; and transitional child care and medical benefits after AFDC eligibility ends. As of June 1991, almost 4,000 Job Connection participants had begun working at a starting hourly wage of $6.57, and 11,000 participants were involved in education and training activities. (Appendixes are as follows: information about the district offices and personnel of Connecticut's Department of Income Maintenance; a listing of the steps in the Job Connection program; and data on the Job Connection program participation, results, costs, and funding.) (MN)

*Education Work Relationship; *Engineering Technicians; Engineering Technology; Job Skills; *Mathematical Applications; *Mathematics Instruction; Occupational Information; Postsecondary Education; Teaching Guides

This module presents a real-world context in which mathematics skills are used as part of a daily routine. The context is the industrial and engineering technology area, and the module aims to help students see the significance of mathematics skills in performing daily tasks. Materials in the module, most of which are designed for the teacher to duplicate and distribute to students, include the following: (1) information on careers in engineering technology; (2) a task to be performed and information sheets necessary to complete the task; (3) questions to be completed by the students; (4) answer keys to the questions; and (5) a handout and teacher's answer key. (KC)

ED 360 529 CE 064 302

Wallace, Johnny M.; Speits, Charlene E.
Mathematics for the Workplace. Applications from Insurance. A Teacher's Guide.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Dec 90
NOTE- 29p.; For other teacher's guides in this series, see CE 064 301-307.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; *Education Work Relationship; Insurance; *Insurance Occupations; Job Skills; *Mathematical Applications; *Mathematics Instruction; Occupational Information; Postsecondary Education; Skill Development; Teaching Guides

This module presents a real-world context in which mathematics skills are used as part of a daily routine. The context is the insurance field, and the module aims to help students see the significance of following through various processes in trying to obtain a solution. Materials in the module, most of which are designed for the teacher to duplicate and distribute to students, include the following: (1) information on careers in the insurance industry, specifically insurance agent; (2) an introduction to the lesson and information on types of insurance and insurance rates; (3) a task to be performed and information sheets necessary to complete the task; and (4) an answer key. (KC)

ED 360 530 CE 064 303

Wallace, Johnny M.; Stewart, Grover
Mathematics for the Workplace. Applications from Machine Tool Technology (Michelin Tire Corporation). A Teacher's Guide.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Sep 91
NOTE- 39p.; For other teacher's guides in this series, see CE 064 301-307.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

effective use of resources; linkage of research, policy, and practice; and development of coherent policies for VET R&D. Appendixes include the following: a glossary of acronyms; the mission statement of the National Center for Research in Vocational Education, key issue areas of its research program, and Perkins Act requirements for its dissemination and training activities; information on the University of Pennsylvania's National Center on the Educational Quality of the Workplace, U.S. National Assessment of Vocational Education, and Centre d'Etudes et de Recherches sur les Qualifications; and the medium-term priorities of the German Federal Institute for Vocational Training and English Employment Department. (MN)

ED 360 549 CE 064 334

Goode, T. W.
Strategic Planning for Open Learning. A Study of Capital Investment and Planning Strategies for Alternative Educational Delivery at Tea Tree Gully College of TAFE (SA) and Joondalup Campus (WA).
PUB DATE- 93
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Programs; Delivery Systems; *Educational Facilities Planning; *Facility Case Studies; Flexible Facilities; Foreign Countries; Models; *Open Education; Postsecondary Education; Space Utilization; *Strategic Planning; *Technical Institutes; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

The planning and development phases of Tea Tree Gully College in South Australia and stage 1 of the design and construction of Joondalup Campus of North Metropolitan College in Western Australia were examined in two detailed case studies. Both are colleges of Technical and Further Education (TAFE). Strategic planning processes emerged as the most significant of the major issues identified from the case studies and subsequent interviews conducted throughout Australia. In most of Australia's states, strategic capital planning was found to refer to the planning associated with new buildings. Other planning termed "strategic" tended to take place within a framework in which the building program is already decided, which thus precludes consideration of "nonbuilding" options. Building planners and associated architects in all states appeared to be well aware of the need for flexible use of future buildings; however, internal layout of learning areas has received little attention to date and represents an area in which future research is needed. A strategic model was proposed that would provide for more effective use of capital funding. According to the model, each major development project would go through three phases: politicostrategic, problem definition, and project implementation. (A 40-item reading list is included.) (MN)

ED 360 550 CE 064 336

Choctaw Workplace Literacy Program. Final Performance Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 205p.; Some occurrences of poor quality dot-matrix type and toner streaks in this document may affect legibility.
LANGUAGE- English

competencies, objectives, a teaching outline keyed to teaching strategies and learning activities, and suggested resources. Other contents of the guide are as follows: course blueprint; course matrices; content outline; curriculum page layout; and a resource list citing 4 state-adopted textbooks, 26 other books, 5 computer software programs, 14 videotapes, and 7 sources for videotapes. (KC)

ED 360 568 CE 064 394

Teen Living 7015. Work and Family Supplement.
PUB DATE- Aug 93
NOTE- 330p.; For a related document, see CE 064 356.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Behavioral Objectives; *Career Development; Competence; Competency Based Education; *Consumer Education; Course Content; *Daily Living Skills; Educational Resources; Education Work Relationship; *Family Life Education; High Schools; *Home Economics; Learning Activities; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- *Family Work Relationship; North Carolina; Tech Prep

This supplement to the Teen Living curriculum contains materials to help teachers integrate family skills and tech prep skills into consumer home economics programs. It is keyed to a 2-semester consumer home economics course, based on the North Carolina Program of Studies (revised 1992); it is designed to help students focus on the relationship between family and work, incorporate activities fostering basic skills, and explore the roles of consumer choices, teen pregnancy, and student organizations. The guide contains the following units: (1) work skills; (2) family skills; (3) a tech prep unit; and (4) eight teen living units. The teen living units cover these topics: work and family, nutrition and wellness, family living, child development, consumer management, clothing and fashion, living environments, and leadership and citizenship. Units contain assignments that include competencies, objectives, resources, activities, suggestions for further study and practice, and a personal assessment. The supplement also contains a bibliography listing 18 sources; three appendixes include a project leadership form, a comparison of a conventional classroom to a classroom based on recommendations of the Secretary's Commission on Achieving Necessary Skills (SCANS), and information on parliamentary procedure. (KC)

ED 360 569 CE 064 400

Robertson, Sally
A Very Long Piece of Chalk--Teaching Students Where They're At.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Correspondence Schools; Curriculum; *Distance Education; *Educational Practices; Elementary Secondary Education; Foreign Countries; Home Study; Preschool Education; Teaching Methods; Telecommunications
IDENTIFIERS- *New Zealand Correspondence School

The New Zealand Correspondence School is a large, state-funded, national institution teaching at preschool and elementary-

Prothrow-Stith, assistant dean of the Office of Government and Community Programs, and director of Violence Abuse Programs, Injury Control Center, School of Public Health, Harvard University; (8) Joseph E. Marshall, Jr.; codirector of Omega Boys Club; (9) Ron Fox, member of Omega Boys Club; (10) John S. Pritchard, III, first deputy police commissioner of the New York Police Department and national vice-president/president-elect of the National Organization of Black Law Enforcement Executives; (11) David E. A. Carson, chief executive officer of People's Bank in Bridgeport, Connecticut; and (12) Marian Wright Edelman, president of the Children's Defense Fund. Additional materials are appended. (NB)

ED 360 588 CG 024 968

Henderson, Alan C.
Healthy Schools, Healthy Futures: The Case for Improving School Environment.
PUB DATE- 93
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Environment; Elementary School Students; Elementary Secondary Education; Environmental Influences; *Health Education; Public Health; School Personnel; Secondary School Students; Teachers; *Work Environment

This book addresses the school as a worksite for faculty, staff, and administrators; as a learning site for students; and as an important site for creating a healthy, productive environment. Born out of a commitment to health education as an essential strategy for maintaining public health, this book contends that the physical condition of the school; its psychological and social climate; and its efforts to protect, promote, and improve health become important components of the daily lives of students and staff. Chapter 1 discusses the importance of healthy school environments. Chapter 2 examines the health status of both students and staff and considers deaths and illnesses, chronic conditions, diet and exercise patterns, poverty, and changing family structures as they affect student health. Chapter 3 presents the total environment concept, which takes the view that the physical, psychological, and social dimensions of an organization are interdependent and interactive. Chapter 4 focuses on partnerships for change, calling for school and community leadership to develop a comprehensive school health program. Chapter 5 looks at schoolsite health promotion programs and chapter 6 suggests ways of taking action to improve the school environment. Chapter 7 illustrates the application of principles presented in earlier chapters within the context of current conditions of education and provides examples of success stories. The appendixes provide lists of options for change and steps toward health promotion program development, a strategic plan outline, and a list of 40 resources. Contains 77 references. (NB)

ED 360 589 CG 024 970

Holt, K. A., Ed.; Langlykke, K., Ed.
Comprehensive Adolescent Pregnancy Services: A Resource Guide.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health

(141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Children; *Alcoholism; Client Characteristics (Human Services); Counselor Role; *Family Characteristics; *Family Influence; *Grandchildren; *Grandparents; Individual Characteristics; Theories
IDENTIFIERS- *Bowen (Murray)

In comparing the personality characteristics of late adolescent and young adult children of alcoholics with those of their peers, it was found that individuals with grandparents who were alcoholics in the absence of parental alcoholism were very similar to children of alcoholics. Grandparents may exert a social influence by passing on dysfunctional family patterns and through negative role modeling. The purpose of this paper is to examine existing literature on the effects of grandparental alcoholism on grandchildren and to look at related Bowenian theoretical constructs. It explains that Bowen's theory highlights the nuances of the emotional dependencies in a family and the degree of responsiveness and reactiveness family members have toward each other, viewing the family itself as an organism. It is suggested that identification of the multigenerational effects of alcoholism may be helpful to community counselors who may encounter grandchildren of alcoholics who are unaware of the source of their problems that prompted them to seek counseling. Characteristics of grandchildren of alcoholics are described and the Bowenian perspective is discussed. It is concluded that, using Bowen's theories, alcoholism can be seen as having multigenerational effects. Implications for counselors are presented. Counselors are encouraged to help these grandchildren of alcoholics to not become enmeshed in self-pity, but to look forward to the future with new understanding and new decision-making capabilities. Contains 15 references. (NB)

ED 360 608 CG 024 993

Weatherford, Carol; Seoane, Myriam
Evaluation Guide for Tutoring Programs: A Dropout Prevention Research Report.
PUB DATE- Nov 92
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Dropout Prevention; Elementary Secondary Education; Evaluation Methods; *Program Evaluation; *Tutorial Programs; *Tutoring

This seven-part guide provides a framework for use in planning, developing, and implementing an evaluation for a tutoring program. Part I provides a brief introduction to the value of evaluating a tutoring program. Part II advises readers first to determine the purpose of their evaluation and the kinds of information to be examined, to consider their audience, and to specify the goals of the evaluation. Three phases of the evaluation process are described and relevant questions to be answered at each phase are posed. Part III describes how to conduct a qualitative evaluation for a tutoring program. A project evaluation matrix is included that poses evaluation

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Abstract Reasoning; Cultural Influences; Elementary Education; Higher Education; *Language Acquisition; Theory Practice Relationship; *Writing (Composition)
IDENTIFIERS- Childrens Writing; Historical Background; *Vygotsky (Lev S)

For a specialist from the communication discipline, studying with Alexander Luria, who had been a colleague of Lev Vygotsky in the 1920's, provided insights into the Soviet psychologist's ideas about mediation and mind and how writing fits into those ideas. According to Luria, Vygotsky was a methodologist who worried about what kinds of methods could be brought to bear upon theory in a relevant way. The early work of Vygotsky and Luria centered on the concept of artifact mediation which develops in human beings the capacity to "control themselves from the outside." Vygotsky believed that written speech is difficult for the school child because: (1) writing involves an abstraction process; (2) it lacks expression and all aspects of speech that are reflected in sound; (3) written speech is a speech monologue, a conversation with a piece of paper; and (4) written speech requires that children do voluntarily, with effort, what they did effortlessly as younger children. A basic mediation triangle which appears often in Vygotsky's writing provides a device for coming to grips with the literature applying his ideas to college writing. The triangle illustrates that children experience the world in two distinctive ways once they acquire language: directly through their sensory contact with the physical environment and indirectly through language. The largest number of Vygotsky-inspired approaches to writing instruction focus on the "world" side of the mediational triage, but there are also researchers/teachers who pursue the other approaches. (Two figures are included.) (NH)

ED 360 628 CS 213 919

Gile, John
The Language Crisis in America and The Challenge of Teaching Communication Survival Skills for the 21st Century.
PUB DATE- 93
NOTE- 27p.; Keynote Speech given at the "Innovations in Education" Conference (Mount Pleasant, MI, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *Communication Skills; Critical Thinking; Elementary Secondary Education; Futures (of Society); Journal Writing; *Language Arts; Parent School Relationship; *Student Needs; Teacher Student Relationship; Vocabulary Development
IDENTIFIERS- *Educational Issues

Based on a journalist's experience with students, observation of and conversations with hundreds of teachers and principals, and 22 years' experience as an employer in business communications, this keynote speech reports on the current crisis teachers face in developing the communication skills of their students for the future. The speech outlines the social problems faced by today's young people and advances some ideas about how teachers have reasons to talk and write, and where teachers have the time and incentive to plan, think, and talk about language and learning. The first part of the collection presents 27 comments and reflections prepared by teachers and project directors: "Writing to Learn in the Elementary School" (N. Atwell); "A Teacher's Evolution: A Case Study from the South Carolina Rural Writing Network" (I. Coleman); "Coming of Age: The Cross-Age Tutoring Project" (E. Stuckey); "Cross Age Tutoring in Branchville" (M. Able); "The Cross-Age Tutoring Project" (D. Durante); "Cross-Age Tutoring for Special Learners" (S. Harrison); The 'Gems' Project" (L. DeBlois); "The Drama/Writing Project" (B. Durbin); "Some Benefits of Networking: A Letter to BreadNet" (J. Forsyth); "Networking from Students' Perspective"; "Bread Loaf-in-the-Schools Bethel Project" (W. Graham and M. Graham); "BreadNet: The Native American Network" (G. Griffith); "Writing Program for Sophomore English" (A. Harmon); "Breadnet: The Missing Link for Writers" (K. Holvig); "Discovering the Community" (D. Latham); "The Russian Adventure" (L. Lewis); "From Writing to Scripting" (N. Linvill); "Publication Workshop" (F. Lyons and others); "Staging Change" (C. Myers); "Secondary Language Arts and Art" (D. O'Dell); "Tunermiut Qanemciit Qulirait-llu: Achieving a Sense of Self and Community through Shared Narrative" (B. Orr); "Exploring Home" (V. Scarbrough); "What It Meant to Shrink the World" (J. Schwartz); "Networking: A New Ground in Kentucky Schools" (C. Stumbo); "BreadNet: Going Out to Come Back" (R. Williams); "Developing BreadNet for the Schools" (L. Wollin); and "Going beyond the Basal" (A. Young). The second part of the collection presents articles and features about projects published in Bread Loaf News and elsewhere. The articles in the second part of the collection are divided into sections: Assessment; BreadNet; Cross-Age Tutoring; Hume-Fogg Academic High School; The South Carolina Rural Writing Network; and Carol Stumbo. (RS)

ED 360 648 CS 213 977

Fairchild, Ruth
Going beyond Assessment: Turning Portfolios into Tools for Student Reflection.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Expository Writing; Formative Evaluation; *Group Unity; Higher Education; *Portfolios (Background Materials); Teacher Student Relationship; *Writing Evaluation; *Writing Processes; Writing Research
IDENTIFIERS- *Portfolio Approach; *Self Talk; Writing Contexts

To research the implications of portfolio assessment for student learning and teacher methodology, a teacher examined the interplay of reflection and evaluation in her expository writing class of 12. In a semester-long intermediate-level class, students wrote a draft of a paper each week, with each paper then going through multiple drafts. Students were also asked to write reflective notes on the backs of their drafts describing how they thought the draft had turned out, sharing

Luechauer, David L.; Shulman, Gary M.
Moving from Bureaucracy to Empowerment: Shifting Paradigms To Practice What We Preach in Class.
PUB DATE- Apr 92
NOTE- 20p.; Paper presented at the Annual Midwest Academy of Management (St. Charles, IL, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Education; Classroom Communication; *Classroom Environment; College Students; Higher Education; *Student Evaluation; *Student Participation; *Teacher Role; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Student Empowerment

The empowerment paradigm with roots in the literature of education and management (both applied and theoretical) can guide faculty to help prepare students to make the transition from the classroom to the boardroom. While numerous faculty leaders have joined corporate leaders in espousing the virtues of empowerment, most classes in business schools are run in a bureaucratic, teacher focused, lecture oriented fashion which creates feelings of powerlessness and fosters dysfunctions. The values and practices of the empowerment paradigm are designed to facilitate student learning, self-efficacy, commitment, and motivation. Empowering faculty strive to identify and remove factors that promote feelings of powerlessness in their students. Practical reasons for creating empowered students include: (1) most students do not find bureaucratic pedagogical practices to be motivating; (2) traditional bureaucratic pedagogies create powerlessness; and (3) traditional pedagogies are not aligned with the practices and needs of industry. The key is to fashion an open, creative, team environment in which both faculty and students understand the vision of empowerment and are motivated to contribute to its success. In the face of personal, professional, institutional, and social pressures, implementing an empowerment paradigm is not easy. Shifting paradigms from bureaucracy to empowerment in the classroom is imperative for the 1990s. (Contains 33 references.) (RS)

ED 360 667 CS 508 254

Luechauer, David L.; Shulman, Gary M.
Teaching Organizational Communication: An Empowerment Based Approach.
PUB DATE- Apr 93
NOTE- 9p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business Education; *Classroom Environment; College Students; Higher Education; Organizational Communication; *Student Evaluation; Student Motivation; *Student Participation; *Teacher Role; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Student Empowerment

Students must learn how to become leaders rather than bosses if they are going to survive and contribute to the needs of the organizations that will employ them. A course was outlined to

High Schools; *Instructional Leadership; Models; *Participative Decision Making; Resistance to Change
IDENTIFIERS- *Chicago Public Schools IL

This paper presents findings of one in a series of four case studies that examined leadership in schools committed to reform. Sullivan High School is an innovative, innercity Chicago (Illinois) high school dedicated to creating a learning environment based on critical thinking and intellectual experiences. The role of the principal as an instructional leader and the school's involvement with the Paideia instructional program are given special attention. The school's membership in the Alliance for Essential Schools is also described. The organizational structure of the school is examined as well as changes that have been made since the school's dedication to reform began. Case study methodology included onsite observation, interviews, and informal discussions. Findings indicate that the Paideia was a successful model for teacher inservice training. However, implementation of the Alliance program met with teacher reluctance to participate in restructuring. Barriers to Alliance program success included the time-consuming and ambiguous nature of the program, lack of teacher training in shared decision making, and an increased pupil/teacher ratio. Sullivan's overall success, however, was due to the competence, attitude, and diligence of the staff. (Contains 12 references.) (LMI)

ED 360 686 EA 025 123

Diedrich-Rielly, Irene; Zenz, Kathleen
D. Charles E. Gavin School: A Case Study. Project Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 47p.; For the case analysis of four case studies, see EA 025 132; for the individual case studies, see EA 025 122-125.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Disadvantaged Schools; *Educational Environment; Elementary Education; Group Unity; *Institutional Mission; *Leadership; Leadership Styles; Organizational Climate; *Participative Decision Making
IDENTIFIERS- *Chicago Heights School District IL

This paper presents findings of one in a series of case studies designed to study leadership in schools committed to reform. Gavin Elementary School in Chicago Heights, Illinois, serves a predominantly African-American, low-income, neighborhood. In 1988, the school's achievement test scores were the lowest in the lowest-achieving Illinois school district. This paper describes the school's attempts to shield students from the surrounding harsh conditions while engaging in a mutually supportive relationship with the community. It examines the leadership structure at work within the school and how it successfully creates a healthy, caring, learning environment. The school's affiliation with the Illinois Network of Accelerated Schools is also described. Conclusions are that a school's mission develops from real-life experience rather than from workshop exercises and that intrinsic rewards drive staff commitment. In the final section, the researcher describes the personal lessons she learned from the experience and offers reflections on the relevance of her white-liberal philosophy for the realities of poverty. The case study methodology included onsite observation, interviews with stakeholders, and

Tobacco
IDENTIFIERS- *Glendale Unified School District CA

This document describes the Glendale Unified School District's (California) comprehensive drug, alcohol, and tobacco education program. The program is based on three components: (1) a sequential outcome-based curriculum that provides students with knowledge about substance abuse and peer-resistant skills; (2) a strong message that the possession, use, and sale of these substances will not be tolerated on the campus or at school-sponsored activities; and (3) community involvement to coordinate resources for prevention and rehabilitation. The following components are briefly described--planning, policy, curriculum for different grade levels, staff development, parent and community involvement, student assistance and intervention, positive alternatives, and evaluation. Student and teacher surveys and analyses of school discipline and police records indicate a decline in drug use, improved knowledge and use of communication and peer-resistant skills, a decline in school suspensions, and a decrease in juvenile felonies and misdemeanors. (Contains five curriculum references.) (LMI)

ED 360 706 EA 025 150

Reil, David; Soderman, John D.
Decisions! Decisions! Decisions! Shared Governance: A Blessing for Implementing Year-Round Schooling.
PUB DATE- 93
NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Year-Round Education (24th, Las Vegas, NV, February 6-11, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Legal/Legislative/Regulatory Materials (090),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decentralization; *Decision Making; Educational Improvement; Educational Policy; Elementary Education; Governance; *Participative Decision Making; *Policy Formation; *School Based Management
IDENTIFIERS- *Douglas County School District NV

This paper describes the process undertaken by the Meneley Elementary School in Douglas County, Nevada, to develop a plan for shared governance. In 1989, the school became a participant in the Nevada School Improvement Project (SIP). The new governance plan established a Decision Making Council (DMC), composed of representatives from each grade level, special services, classified personnel, the Parent Advisory Committee chairperson, and one administrator, who based their decisions on consensus. The program has helped the school make the transition from a traditional to a year-round calendar, rerouted teacher-principal grievances, and increased ownership and accountability. However, the school is currently experiencing issues involved in moving from school improvement to school-based management. Problems include a lack of district guidelines and support, training, and alignment between school site and district goals. Another difficulty lies in determining council membership. A conclusion is that school-based management should be developed site by site, not through top-down legislation with a fixed set of rules. A list of council decisions related to the implementation of the year-round calendar and a copy of Senate Bill 91, which allows school-based management in Nevada, are included. (LMI)

Five tables and one figure are included. (Contains 52 references.) (LMI)

ED 360 726 EA 025 176

Hinman, Elaine B.
Reducing Discipline Referrals and Improving Student Satisfaction through the Implementation of Middle School Practices at Ramey School.
PUB DATE- Aug 92
NOTE- 149p.; Ed.D. Major Applied Research Project Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cooperative Learning; Discipline; *Discipline Policy; Discipline Problems; *Faculty Development; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; Student Attitudes; Suspension; Teacher Attitudes; *Team Training
IDENTIFIERS- Antilles Consolidated School System PR; Middle School Students; *Puerto Rico

This major applied research project report describes the implementation of a program for grades 6-8 at an English language middle school in the Antilles Consolidated School System in Puerto Rico. The Ramey School students are the dependents of transient, active-duty military personnel, or civilian federal employees. The program sought to reduce student discipline referrals and suspensions and to improve student satisfaction. Other targets for improvement included students' standardized test scores, teacher use of cooperative learning groups in the classroom, and teachers' perceptions about the program's effectiveness. Program outcomes were evaluated by a review of student discipline referrals and suspensions, administration of student and teacher satisfaction surveys, and analysis of student achievement test scores. The following middle-school practices were implemented: block scheduling, exploratory classes, teacher teams, an advisor-advisee program, inservice training, and a student activities program. All targeted areas demonstrated improvement, showing a decline in discipline referrals and suspensions, improved student satisfaction, improved teacher attitudes toward the program's effectiveness, and increased teacher use of cooperative learning groups and teaming activities. Sixteen tables are included. Appendices contain copies of the surveys, descriptions of program activities, correspondence, and minutes from meetings. (LMI)

ED 360 727 EA 025 177

Evans, Lynn; Teddlie, Charles
Principals' Change Facilitator Styles in Schools That Differ in Effectiveness and SES.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrator Effectiveness; Case Studies; Change Strategies; Elementary Education; *Leadership; *Leadership Styles; *Principals;

(2) raise up leaders who will transform their communities; (3) produce high school graduates who exceed world-class academic standards and are prepared for lifetime learning; (4) prepare students for gainful employment and active citizenship; and (5) provide a safe, structured environment. Targeting the urban innercity where conventional school designs have failed, the academy model seeks to remove the student from a destructive environment and to provide community services. Information is provided on the following features of the school: grade levels; governance; building facilities; classroom arrangement; schedules; student-selection procedures; the health clinic; curriculum; school maintenance; cohort competition field days; disciplinary policy; uniforms; teacher-selection process; counseling; awards; substance abuse regulations; and budgeting. (Contains 19 references.) (LMI)

ED 360 745 EA 025 200

School Districts' FY 1992 Spending for Central Office Administrators' and Principals' Salaries and Potential Administrative Savings Available for Redirection to Classroom Instruction. Report to the Mississippi Legislature.
PUB DATE- 16 Jun 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Expenditures; Performance; *Salaries; *School District Spending; State Legislation; State Standards
IDENTIFIERS- *Mississippi

Findings of a review of school district administrative spending conducted by the Mississippi Legislature's Performance Evaluation and Expenditure Review (PEER) Committee are presented in this report. Findings indicate that Mississippi school districts paid $94 million in salaries to central office administrators and principals in fiscal year 1992. Some districts spent relatively high amounts per pupil on central office administrators' and principals' salaries. Spending per pupil varied almost 700% between the highest- and lowest-spending districts. However, when students' socioeconomic backgrounds are taken into account, students in districts with high administrative costs did not perform significantly better on standardized tests than those in districts spending less per student. Districts could save more than $8 million in administrative salaries through a proposed cap on administrative salary spending (i.e., $200-225 per pupil). Slightly more could be saved by combining the cap with countywide consolidation of districts. Savings could then be redirected to improve classroom instruction. Seven specific recommendations are offered. The report includes 16 exhibits and appendices that list administrative job titles and the total salary expense for the specified employees in each district, the per-pupil spending for these employees in each district, and the number of employees in these positions per 1,000 students. (LMI)

ED 360 746 EA 025 201

Maddaus, John
Making Education Accountable to the Marketplace: What Can Be Learned from Cross-National Comparisons between the United

passing techniques to avoid disclosure and to make it through school. Implications for administrators are discussed. (Contains approximately 30 references.) (JDD)

ED 360 765 EC 302 336

Bonvillian, John D.; And Others
Hand Preference in Young Children's Early Signing.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; *Deafness; *Handedness; *Manual Communication; *Motor Development; Play; Sign Language; Toddlers
IDENTIFIERS- Disabled Parents

This study examined young children's hand usage when they produced American Sign Language signs and while they played, in order to determine their hand preference in early signing and to compare their hand use in signing with their hand preference in other, nonlinguistic, motor actions. Subjects were 24 young children (from the age of 12 months or younger to the age of 18 months or older) of deaf parents, living in homes in which sign language was the principal means of communication. Of those signs made with one hand or with a clearly dominant signing hand, 83 percent of the signs were right-handed and 17 percent were left-handed. The evidence for a distinct hand preference in nonsign gestures and motor actions was not as clear as it was for sign production. Of the motor actions made with a single hand, 60 percent were right-handed and 40 percent were left-handed. In a later questionnaire survey of 23 of the 24 sets of deaf parents, parents revealed that 20 of the children indicated a mature right-hand preference for nonsign actions, while 19 showed a right-hand preference in their signing. The children were slightly accelerated in their manual mode acquisition of several early language milestones. Findings indicate an earlier onset of a distinct hand preference than has been previously reported. (Contains 12 references.) (JDD)

ED 360 766 EC 302 337

May, James
Circles of Care and Understanding: Support Programs for Fathers of Children with Special Needs. First Edition.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Jun 92
NOTE- 91p.; For a related document, see ED 336 908.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; *Disabilities; *Emotional Adjustment; Family Problems; *Father Attitudes; *Fathers; Fund Raising; Group Activities; Group Counseling; Group Discussion; Helping Relationship; Individual Development; Interpersonal Relationship; Leadership; *Program Development; Program

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Educational Change; Educational Philosophy; *Gifted; *Heterogeneous Grouping; High Schools; Mastery Learning; *School Restructuring; School Role; *Student Development; *Talent
IDENTIFIERS- Baltimore City Public Schools MD; *Coalition of Essential Schools

This case study of a restructured high school in Baltimore, Maryland, demonstrates an approach to the education of gifted and talented students utilizing principles of the Coalition for Essential Schools, an education reform movement headed by Ted Sizer. The case study first examines Coalition principles, which call for a commitment to heterogeneous grouping and the elimination of all "special" classes (e.g., advanced placement and honors classes); then recounts the typical daily experiences of one talented tenth grader at the school; and, finally, reports teachers' responses to implementation of the Coalition principles at the restructured school. The nine coalition principles include viewing the student as a worker; mastery of a limited number of essential skills and knowledge; and a school atmosphere of unanxious expectation, trust, and decency. The case study follows the gifted tenth grader through an English class, a Scholastic Aptitude Test preparatory class, a drawing and painting class, and a biology class. Finally, teachers at the school respond to questions which address such topics as: extracurricular activities that appeal to gifted and talented students, advanced placement and tracking, personalized education and the range of abilities, and follow-up of school graduates. (DB)

ED 360 785 EC 302 357

Kueker, Jean
Prereading Activities: A Key to Comprehension.
PUB DATE- Oct 90
NOTE- 17p.; Paper presented at the International Conference on Learning Disabilities (12th, Austin, TX, October 4-6, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advance Organizers; Directed Reading Activity; Elementary Secondary Education; *Prereading Experience; Prior Learning; *Reading Comprehension; *Reading Difficulties; *Reading Instruction; Teaching Methods; Vocabulary Development
IDENTIFIERS- *Prereading Activities

This paper addresses the value and components of developing prereading skills to improve students' reading comprehension. Prereading activities are seen to prepare the student to both read and comprehend the story and involve cognitive engagement with ideas crucial to comprehension of the reading material. Teachers are urged to develop the student's background knowledge, including activating prior knowledge in a prereading schema or mental set. The paper also stresses the importance of clarifying central concepts of the story, teaching new vocabulary, and previewing the story to pique interest. A sample directed reading lesson is appended. (Contains 13 references.) (DB)

ED 360 786 EC 302 358

district (to a district with an "easier" test), early school dropout, school attendance, disciplinary problems, self-concept, and attitudes toward school. Results indicated that performance on the MCT greatly impacts the types of courses selected, with students passing the MCT enrolling in more elective courses and fewer remedial courses. Students failing the MCT transferred up to 10 times more frequently than those passing the MCT. Students failing the MCT were up to 10 times more likely to drop out of school than passing students. Students failing the MCT were absent more often and had lower self-concept in the areas of academics in general, math, honesty, and same-sex relations. Appendixes include a sample data collection sheet, a self-description questionnaire, and a school attitude survey. References accompany each chapter. (JDD)

ED 360 804 EC 302 386

Guidelines for Evaluating Auditory-Oral Programs for Children Who Are Hearing Impaired.
PUB DATE- 93
NOTE- 13p.; Prepared by the International Organization for Education of the Hearing Impaired.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; *Hearing Impairments; *Oral Communication Method; Partial Hearing; *Program Evaluation; Skill Development; *Speech Communication; *Teaching Methods

These guidelines are intended to assist parents in evaluating educational programs for children who are hearing impaired, where a program's stated intention is promoting the child's optimal use of spoken language as a mode of everyday communication and learning. The guidelines are applicable to programs where spoken language is the sole mode or one of multiple modes of communication. The guidelines state that an excellent educational program should have the following: (1) a commitment to individualizing educational programming to fit the child's strengths and needs; (2) a commitment to aggressive audiological management to promote the child's residual hearing; (3) a commitment to helping children develop intelligible spoken language to the greatest extent possible; (4) parent support offered by the program's leaders and staff; (5) well-trained, well-nurtured, available staff; (6) a range of educational settings; (7) full compliance with due process procedures; (8) a range of supportive services; (9) curricula which are interfaced and in concert with those provided to students in regular schools and classes; (10) a physical and social environment conducive to listening and speech reading; and (11) teachers who are qualified, willing to wear an FM transmitter when appropriate, and regularly consulted and supported by specialist staff. (JDD)

ED 360 805 EC 302 387

Identification of National Information Needed for Program Improvement.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Jun 93
NOTE- 39p.; Prepared by Project FORUM ad Year 1 Deliverable #8.

DESCRIPTORS- *English (Second Language); English for Academic Purposes; Foreign Countries; Foreign Students; *Language Proficiency; *Language Tests; *Screening Tests; *Student Placement; Test Construction; *Testing
IDENTIFIERS- Australia (Queensland)

The International English Language Testing System (IELTS) assesses proficiency in English both generally and for special purposes of non-native English speakers studying, training, or learning English in English-speaking countries. The Speaking subtest of the IELTS measures a candidate's general proficiency in speaking in everyday situations via a structured, five-phase oral interview. During the interview, the interviewer and candidate exchange introductions, the candidate speaks at length about a familiar topic, queries the interviewer, expresses ideas and attitudes, and the interviewer concludes the session. Maximum speaking proficiency is then rated against the Band Scale. Documentation for the speaking test includes training and administration manuals for interviewers, a sample test, and the Speaking Band Scale. Issues to be addressed in future research on the IELTS Speaking subtest include validity and reliability of the Speaking test, its relationship with other subtests of the IELTS and with other tests, rater consistency, the use of lay persons as interviewers, and effect of the interview situation. (JP)

ED 360 825 FL 021 372

Gonzalez, Norma; And Others
Teacher Research on Funds of Knowledge: Learning from Households. Educational Practice Report: 6.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Educational Research; Elementary Secondary Education; *Ethnography; *Family (Sociological Unit); Family School Relationship; *Hispanic Americans; *Home Visits; Parent Teacher Cooperation; Qualitative Research; *Research Methodology; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Hispanic American Students; Latinos; Teacher Researchers

The conceptualization of working-class Latino students' households as being rich in funds of knowledge has engendered transformative consequences for teachers, parents, students, and researchers. The qualitative study of their own students' households by teachers is a viable method for bridging the gap between school and community. An assumption of the project described is that educational institutions do not view working-class minority students as emerging from households rich in social and intellectual resources, but instead emphasize what these students lack in terms of the forms of language and knowledge sanctioned by the schools, leading to lowered academic expectations and inaccurate portrayals of these children and their families. In the research, teachers enter the households of two to three of their students as ethnographers, as learners of the everyday life contexts of their students' lives and participate in study groups that

Limited English Speaking; Native Language Instruction; Parent Participation; Program Evaluation; *Spanish Speaking; Transitional Programs
IDENTIFIERS- New York City Board of Education; *Project HAITI STARS NY

Project HAITT STARS (now in its fourth year) was designed to provide Haitian-, Spanish-, and Chinese-speaking high school students of limited English proficiency (who scored at or below the 40th percentile on the Language Assessment Battery) in three schools in Brooklyn and Queens, New York with instruction in the beginning through transitional levels of English-as-a-Second-Language (ESL) and native language arts (NLA) as well as bilingual instruction in the content areas. The project was also to offer computer science classes, personal and career guidance, curriculum and staff development, and parental involvement activities. Of the 413 students who enrolled in the project, 336 participated in both semesters. The project was fully implemented and met its objectives for career counseling, staff and parental involvement, and NLA. The project also supplied data to evaluate objectives for grade retention/referral to special education or curriculum development. The project did not meet its objective for ESL nor did it provide data to evaluate objectives for gifted and talented programs and enrollment in postsecondary education institutions. Recommendations based on the projects' findings are included and data collection and analysis methods and instructional materials are appended. (JP)

ED 360 848 FL 021 426

Guidance Oriented Acquisition of Learning Skills (Project GOALS). Final Evaluation Profile, 1991-92. Transitional Bilingual Education 1991-92. OREA Report.
PUB DATE- 7 Jul 92
NOTE- 17p.; For the 1989-90 report, see ED 342 855.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Americans; Attendance; Career Education; Chinese; Curriculum Development; Dropout Prevention; Educational Objectives; *English (Second Language); *Haitians; High Schools; High School Students; *Hispanic Americans; *Immigrants; Job Skills; Native Language Instruction; Parent Participation; Program Evaluation; Russian; Spanish; Staff Development; Urban Schools; Vocational Education
IDENTIFIERS- Content Area Teaching; New York City Board of Education; *Project GOALS NY

Project Guidance Oriented Acquisition of Learning Skills' (GOALS) high school students (Asian, European, Hispanic, Haitian) who scored at or below the 40th percentile on the Language Assessment Battery and were at risk of dropping out of school received instruction in English as a Second Language (ESL); bilingual and/or ESL content area courses; native language arts (NLA) in Chinese, Russian, and Spanish; and career related areas. The project planned activities for staff and curriculum development. Project GOALS, which is in its third year, met its objectives for ESL and curriculum development, for ESL reading, and for NLA. The project only partially met its objectives for vocational educational courses and for attendance and dropout reduction. Objectives for content area subjects were unable to be evaluated. Recommendations based on the projects' findings are included and data collection and analysis methods and instructional materials are appended. (JP)

DESCRIPTORS- *Bilingual Education; *Bilingualism; *Community Role; Educational Attainment; *Educational Environment; English (Second Language); *Ethnicity; Foreign Countries; French; Grade 12; High Schools; High School Students; Immersion Programs; Instructional Effectiveness; Language of Instruction; Language Proficiency; Language Role; Native Language Instruction; Outcomes of Education; Program Effectiveness; School Community Relationship; *Sociocultural Patterns; Sociolinguistics
IDENTIFIERS- *Canada

The position taken in this paper is that the basic debate concerning the effectiveness of bilingual education has been totally "socially naive." A study investigated the concept that the ethnolinguistic vitality of a community determines the quality and quantity of linguistic contacts with one's own linguistic group and with other ethnolinguistic groups, which in turn strongly influence linguistic proficiency, ethnolinguistic identity, and desire to integrate first-language (L1) and second-language (L2) communities. A model to that effect is proposed and applied to about 1,500 grade 12 anglophone and francophone students in seven Canadian provinces. Effects of the degree of L1 schooling and those of the strength of the L1 network of linguistic contacts in the social milieu were analyzed. It was found that the latter were stronger than the former for these variables: desire to integrate L1 and L2 communities, ethnolinguistic identity in L1 and L2, L1 and L2 self-rated oral proficiency, and L2 cognitive-academic proficiency. L1 schooling had the strongest effect on cognitive-academic proficiency. Results support the hypothesis that additive bilingualism is best promoted by immersion in L2 for high-vitality groups and by L1 schooling for low-vitality groups. It is concluded that the effects of bilingual education cannot be understood without taking account of the strong influences of the students' sociolinguistic environment. (MSE)

ED 360 867 FL 021 459

Escamilla, Kathy; And Others
Descubriendo la lectura: An Early Intervention Spanish Language Literacy Project.
PUB DATE- 93
NOTE- 15p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p31-43; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Elementary School Students; English (Second Language); *Grade 1; *High Risk Students; Locus of Control; Mexican Americans; *Native Language Instruction; Primary Education; Program Descriptions; *Reading Instruction; Reading Research; *Spanish; Spanish Speaking; Urban Schools
IDENTIFIERS- Arizona; *Emergent Literacy; Hispanic American Students; Reading Recovery Projects

During the 1989-90 school year, Descubriendo la Lectura, a Spanish-language adaptation of the English Reading Recovery project was implemented in a large urban school district in Arizona. The program is designed to identify first-grade students at risk of becoming poor readers and to provide a series of intense short-term learning experiences that assist in acquisition of inner control needed to become independent readers. First-year research efforts in the program focused on

Aid); Parent Financial Contribution; Paying for College; *Program Effectiveness; State Aid; State Programs; Undergraduate Study
IDENTIFIERS- *Indiana; *Lilly Endowment; Pell Grant Program

A study was done of the Lilly Endowment Educational Awards (LEEAs), one type of gift-aid for fulltime undergraduate Indiana residents. In particular the study addressed: (1) who receives LEEAs; (2) how Pell, State of Indiana, and LEEA formulas interact; (3) what happens when LEEAs are combined with all of the other types of gift-aid for a total package; and (4) whether the LEEA program increases college participation, affects school choice, or reduces loan burden. Most of the analysis relied on two data sources: the State Student Assistance Commission of Indiana and the State of Indiana Commission for Higher Education Student Information System. The study found that recipients of Pell and state awards come from families whose income level is well below the median for the state. LEEA recipients tend to come from families whose income is near the median. All three gift-aid formulas interact with each other and with external factors, and in ways that are often not immediately obvious. Due to the common practice of "equity packaging," LEEA and state awards may be viewed as block grants to a school's general scholarship fund. The major effect of the program was reduction of student loan burden. Extensive tables and technical appendixes are included. (Contains 71 references.) (JB)

ED 360 886 HE 026 618

Robyn, Abby E.; And Others
Programs To Promote College Attendance That Combine Services and Financial Aid. A RAND Note.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 93
NOTE- 70p.; For a related document, see HE 026 617.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *College Attendance; College Students; Economically Disadvantaged; Higher Education; High School Students; Minority Groups; Program Descriptions; Program Evaluation; *School Holding Power; Secondary Education; Undergraduate Study
IDENTIFIERS- *Program Characteristics

This study explored the range of service program approaches to promote college attendance, described typical programs, and reviewed issues related to program evaluation. A reputational sample of programs was obtained through interviews with 5 national higher-education organizations and 10 state departments of education, and through a literature review. Phone interviews were conducted with 24 program officers to gather information about how programs were established and their operation, funding, and assessment. The analysis found that programs are typically designed to address a number of factors negatively associated with attending college, including low income, low level of parent education, minority race and ethnicity, lack of college aspirations, poor academic achievement, and lack of information about college costs and financial aid. Most target low-income and/or minority students. Programs usually have a primary focus, such as increasing knowledge about college and financial options, promoting awareness of attending college, or fostering persistence once in college. Activities include cultural enrichment (events, mentors, summer and after-school programs); academic federal crime statistics, community demographic data, and campus characteristics. The results show that campus rates of both violent crime and property crime are falling, especially since 1985. Moreover, students are considerably safer on-campus than in the cities and communities surrounding them. Vehicle theft rate has remained level. The lowest average crime rates are found at 2-year colleges, while the highest overall rates are at medical schools and health science centers. While student characteristics in general are more highly related to campus crime than are community and organizational measures, differences were found in the patterns of variables associated with violent crime versus property crime. The variable most strongly associated with the campus crime rate was the number of campus police per capita. Factors associated with violent crime were more complex and difficult to predict. The evidence for spillover from community to campus was statistically significant but not consistent. There was evidence for spillover effect for property crime, but not for violent crime. The paper contains six tables, four charts, and four references. (Author/JB)

ED 360 905 HE 026 641

Morriss, Susan B.
The Influences of Campus Characteristics on College Crime Rates. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Campuses; *Colleges; Community Characteristics; *Crime; Crime Prevention; Economic Factors; Higher Education; *Institutional Characteristics; Institutional Research; Law Enforcement; *Models; School Location; School Security; School Vandalism; Security Personnel; Statistical Analysis; Stealing; Violence
IDENTIFIERS- *AIR Forum

A study of campus characteristics and crime rates used an economic theory of criminal choice to develop an explanatory model of campus crime. The model considered combinations of opportunities, incentives, and costs found on college campuses that may affect criminal choice. The components included location, accessibility, deterrents and wealth of the higher education campuses. National data on campus crimes and questionnaires sent to institutional research offices and campus police departments provided the data necessary to define the components of the model. The model and the components were analyzed using multiple regression analysis. The full model was found to define a significant, positive relation and to explain approximately 29 percent of the variance in campus crime rates. In particular significant positive relationships were found between the level of deterrents and campus crime rates, and the level of public transportation and campus crime rates. However, there was no significant relation between location and campus crime rates which suggests that no higher education institution can consider itself immune to crime. After analysis of the individual components, a revised model was developed that explained 31 percent of the variance in campus crime rates. (Contains 17 references.) (Author/JB)

Scientific and Technical Information; Urban Universities
IDENTIFIERS- *AIR Forum

This paper reports on findings of a multi-faceted preliminary study designed to identify the technical information needs of academic department chairpersons at a public urban university. Study methodology involved: (1) two 2-hour focus group sessions in which a total of 10 department chairpersons participated; (2) short written reports from the participating chairs (three responded) on the technical environment in their department, sources of their information, and particular tasks and problems they faced as chairs; (3) a running log of problems encountered by the author related to data implications; (4) a literature review on the role of the department chair and information resource implications; and (5) an interview with the Director of Institutional Research of the university concerning university and chair information needs and resources. The most significant finding was the importance given by the chairs to their non-technical information needs and to the lack of attention by the university to their training and development. Findings are reported, first from the identified needs of the small group of chairs, expressed through the focus groups and written followup, and then recommended changes suggested by those interviewed. (Contains 19 references.) (GLR)

ED 360 923 HE 026 661

Smith, Kris M.
The Impact of College on White Students' Racial Attitudes. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; *Attitude Change; Attitude Measures; College Freshmen; College Outcomes Assessment; *College Students; Cultural Pluralism; Educational Environment; Higher Education; Institutional Research; Models; Peer Relationship; *Racial Attitudes; *Racial Bias; Sex Differences; *Student Attitudes; White Students
IDENTIFIERS- *AIR Forum

The current resurgence of racism on America's college campuses suggests that institutions may need to take a more conscious look at how they might be influencing students' racial attitudes. This paper examines: (1) the individual student characteristics and beliefs that influence white students' racial attitudes at college entry; (2) the impact of the various institutional environments on white students' attitudes; and (3) the ways in which this information can be used by an institution to promote multiculturalism and improve interracial understanding within the campus community. A model was developed to examine institutional impact on student racial attitudes. Results of a study at the University of Michigan which considered on aspect of racial attitudes, students' attitudes toward affirmative action practices and policies within a college or university are analyzed. The data for this paper were drawn from a research study conducted by the Center for the Study of Higher and Postsecondary Education and the Office of Minority Affairs at the University of Michigan involving 485 white students who responded to two surveys. The

Friendly Perspectives in Distance Education International Working Conference (Umea, Sweden, June 10-13, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Education; *Adult Educators; *Distance Education; Educational Practices; Females; Feminism; Foreign Countries; *Holistic Approach; *Teacher Response; Teacher Role; *Teacher Student Relationship; *Womens Education

Distance educators must become more connected with and responsive to their students by developing their understanding of how unity, diversity, and interdependence operate in learners' environments. Many of the holistic strategies for promoting connectedness with female distance learners in particular have strong links to existing feminist theories, practice, and values. Holistic strategies that can be used to connect with distance learners include the following: applying thematic and interdisciplinary treatments when structuring course content; using multiple sources of information (including autobiographical, artistic, and dramatic expression); seeking patterns in real-life contexts or simulations; identifying and legitimizing the positive and negative feelings that are often associated with personal change and learning; using learning partnerships that do not depend on expert knowledge; promoting context-sensitive thinking; designing gender-sensitive learning environments and course content; and helping women learn to talk about how their role as adult learners connects with and/or conflicts with their other life roles. Distance educators should take the following steps to increase their responsiveness: examine their professional language, promote those research results that are applicable for women, develop feminist transformative models of teaching and learning, and reflect on their practice. (Twenty-four holistic strategies and 46 references are included.) (MN)

ED 360 473 CE 063 909

Graf, David; And Others
Student Activity Guide for "Business in an Information Economy."
PUB DATE- 90
NOTE- 165p.; Designed to be used with "Business in an Information Economy" by David Graf, Olive Church, and Thomas Duff (McGraw-Hill 1989).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Business Education; *Career Development; *Career Education; Demand Occupations; *Economics Education; Employment Projections; Entrepreneurship; *Futures (of Society); Information Systems; *Job Skills; Learning Activities; Postsecondary Education; Secondary Education; Teaching Methods
IDENTIFIERS- *Global Education

The 20 chapters of this student activity guide provide study guides (key terms and concepts reviews), projects, cases for analyses, and self-assessment exercises for business and career education classes. Topics covered include the following: business winners (entrepreneurship); growth of the U.S. economy, the basics of economics, comparing economic systems and measuring economic success, business in a global economy, business structures, the social and legal environment of business, the role of management in business, accounting and financial planning, sources of funding, risk and insurance, the

Opportunities (Jobs); Females; Futures (of Society); Nontraditional Occupations; *Outcomes of Education; *Program Effectiveness; Salary Wage Differentials; Secondary Education; Sex Discrimination; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

A literature review was conducted to determine the impact of secondary vocational education on females. Literature on the following topics was reviewed: women in the labor market (wages and occupations, the role of women's wages in family income, and the future labor market); the vocational education system (issues and problems in vocational education, occupational skills training, services to special groups, goals, and the 1990 Perkins Act amendments); and other proposals for a more formalized apprenticeship system for noncollege-bound youth and further integration of vocational-technical training in state and regional economic development efforts. Despite some evidence of declines in gender discrimination and despite the fact that women's wages have come to represent a larger proportion of total family income, established patterns of discrimination against women persist in the form of job segregation and wage discrimination. Although vocational education programs have had an impact on the employment and earnings of females, they have not succeeded in moving young women out of traditionally female occupations. Changes in this situation will depend largely on states' commitment to be more inclusive of women and minorities in vocational education (particularly in more technologically oriented fields). (MN)

ED 360 493 CE 064 140

Zucca, Gary; And Others
Experiential Learning and Community Service in a Business Program: A "Living Case Study" Model and Analysis.
PUB DATE- Feb 93
NOTE- 16p.; Paper presented at the National University Research Institute Conference on Lifelong Learning (San Diego, CA, February 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration Education; *Case Studies; College Programs; *Experiential Learning; Higher Education; Masters Programs; Models; *Practicums; *Program Development; Program Effectiveness; *Public Service; Small Businesses

National University and Sierra College Small Business Development Center (SBDC) have jointly developed a program whereby small businesses become clients of the SBDC and are screened and selected as "living case studies" for National University's practicum for bachelor's and master's of business administration candidates. The new course replaces a capstone course based on a fictitious business and various computer simulations. Since July 1991, 10 living case studies classes have been conducted, and 118 students have completed the course. The objectives established for the course are as follows: conduct a strategic analysis of an organization, evaluate various management strategies in the development of a business plan, apply principles of interpersonal and group relations by giving and receiving feedback on individual and group behavior, and apply principles of communication and management consulting in the preparation and presentation of written and oral proposals to a client. Students keep individual journals and participate in peer evaluations of each member of their consulting team; instructors serve as resource

ED 360 512 CE 064 228

Haggstrom, Gus W.; And Others
After High School, Then What? A Look at the Postsecondary Sorting-Out Process for American Youth.
SPONS. AGENCY- Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC.
PUB DATE- 91
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Armed Forces; *College Attendance; Dropout Research; Dropouts; Educational Research; Education Work Relationship; *Employment Patterns; Enrollment Rate; Enrollment Trends; Graduate Surveys; Higher Education; *High School Graduates; High Schools; Labor Supply; *Military Service; Postsecondary Education; Student Educational Objectives; Vocational Education; Vocational Followup

Patterns of military service, college enrollment, and civilian labor force participation among recent high school graduates and dropouts were examined. The activities that young people pursued after high school were disparate and dependent upon a multitude of factors. The supply of entry-level workers did not keep pace with the demand for technicians, skilled craftsmen, and college-trained workers. Although the flow of high school graduates and dropouts into education and the labor force were matters of national concern, the educational and vocational activities that young people pursued were poorly tracked. According to estimates for 1986, the high school graduation rate was almost exactly the same as it was in 1976 and 1965. The composition of the high school graduating classes changed to reflect greater minority representation. Activity patterns during the first year after leaving school remained remarkably stable since the early 1970s, with some increases in both college enrollment and military enlistment rates in the early 1980s. Analyses of postsecondary activities during the rest of the 5-year period following high school revealed considerable turbulence in activity patterns, much of it into and out of short-term civilian jobs. For college entrants, progress toward degree completion was notably sporadic and drawn out. (Appendixes include 55 references and information on estimating numbers of high school graduates and on the database.) (YLB)

ED 360 513 CE 064 230

Mearing, Andrea
Reaching New Audiences.
PUB DATE- 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Adolescents; *Adult Basic Education; *Agency Cooperation; *Basic Skills; *Cooperative Programs; Coordination; Educational Cooperation; Employer Employee Relationship; Females; Foreign Countries; Health Education; Partnerships in Education; Program Development; Program Implementation; *Staff Development; *Voluntary Agencies; Womens Education; Young Adults
IDENTIFIERS- *England (Norfolk)

DESCRIPTORS- *Career Development; Career Education; *Education Work Relationship; Job Skills; *Machine Tool Operators; Manufacturing Industry; *Mathematical Applications; *Mathematics Instruction; Occupational Information; Postsecondary Education; Skill Development; Teaching Guides

This module presents a real-world context in which mathematics skills (geometry and trigonometry) are used as part of a daily routine. The context is the machine tool technology field, and the module aims to help students develop the ability to analyze diagrams in order to make mathematical computations. The modules, which features applications from the Michelin Corporation, is designed for inclusion in a tech prep curriculum. Materials in the module, most of which are designed for the teacher to duplicate and distribute to students, include the following: (1) information on careers in the field of machine tool technology and about the Michelin Corporation; (2) an introduction to the lesson; (3) a task to be performed and information sheets necessary to complete the task; (4) related problems; (5) an answer key; and (6) appendixes containing sample job ads for machining tool technologists and career information about machinists, machine operators, and mechanical and electronics technicians employed by Michelin. (KC)

ED 360 531 CE 064 304

Wallace, Johnny M.; Jones, Dallas
Mathematics for the Workplace. Applications from Medical Laboratory Technology. A Teacher's Guide.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Aug 89
NOTE- 27p.; For other teacher's guides in this series, see CE 064 301-307.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; Definitions; *Education Work Relationship; Job Skills; *Mathematical Applications; *Mathematics Instruction; *Medical Technologists; Occupational Information; Postsecondary Education; Skill Development; Teaching Guides

This module presents a real-world context in which mathematics skills are used as part of a daily routine. The context is the medical laboratory technology field, and the module aims to help students develop the ability to use mathematics computations while performing tasks similar to those performed by a medical technologist. Materials in the module, most of which are designed for the teacher to duplicate and distribute to students, include the following: (1) information on careers in the field of medical laboratory technology; (2) a task to be performed; (3) task skills, sample problems, related problems, and a teacher's answer key; (4) a glossary; and (5) related diagrams. (KC)

ED 360 532 CE 064 305

Wallace, Johnny M.; Nichols, Gay
Mathematics for the Workplace. Applications from Radiological Technology. A Teacher's Guide.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; South Carolina State Dept. of

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; American Indians; Behavioral Objectives; Curriculum Development; English (Second Language); *Inplant Programs; Job Skills; Job Training; Learning Activities; Learning Modules; *Literacy Education; *Mathematics Instruction; *Quality Control; *Reading Instruction
IDENTIFIERS- Chahta Enterprise MS; Mississippi Band of Choctaw (Tribe)

This document contains the final performance report, evaluation, and curriculum from a program that provided basic literacy instruction for employees of Chahta Enterprises in Mississippi. The final report describes development of curriculum materials that matched the reading and math tasks of production and quality control jobs; reading and math classes that were prerequisites to the mandated Statistical Process Control (SPC) class; and classes in English as a Second Language. The external evaluation report notes these findings: a slow economy led to the training of fewer employees than proposed; more than 90 participants gained skills; the program was appropriately managed; and need for literacy instruction still existed, especially with the non-English speakers. The curriculum guide consists of 18 modules. The first page of each module is a cover sheet that lists the objectives and an outline of the content with approximate time limitations, a brief description of the method used, and materials. A teacher's guide suggests means of covering material in each session. Copies of all transparencies, handouts, and answer sheets are provided. Topics include the following: SPC terms, Chahta quality control, principles of SPC, metric system, decimal numbers, calculators, inspecting for SPC, problem solving for quality, and communicating for quality. A posttest is provided. (YLB)

ED 360 551 CE 064 339

Harmon, Hobart L.
Do You Have a Vision for Transition?
PUB DATE- 14 Jul 93
NOTE- 17p.; Keynote address at the Annual Summer Agriscience/Technical Inservice for Agricultural Educators (Lebanon, PA, July 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Education; Articulation (Education); Basic Skills; *Educational Change; Educational Trends; Education Work Relationship; Postsecondary Education; *Program Improvement; Secondary Education; *Teacher Role; Transitional Programs; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- Pennsylvania

A review of the issues of "Agricultural Education Magazine" published during the 1982-1983 school year indicates that, even then, the vocational agriculture profession was experiencing considerable change while continuing the long-held philosophy that vocational agriculture programs must include the interrelated components of classroom/laboratory instruction, the Future Farmers of America, and supervised occupational experience. Recent conversations with agriculture teachers indicate that most are simultaneously concerned about the future of agricultural education in public schools and excited about future opportunities to serve different client groups in secondary school levels. Like the regular education system, it long has been tightly controlled, with a national syllabus, national grading and examinations, and national guidelines for interpretation of the syllabus. The school teaches a wide variety of students with special needs and includes student support systems such as extracurricular activities, camps, seminars, visiting teachers, and school publications. The school maintains strong links between teacher and parent through its expertise in teaching through an intermediary, such as a teacher in the local school, who mediates between the distance education institution and the student. Since it has a wide range of curriculum offerings, its varied teaching methods include audiovisual media, teleconferencing, kits, and project work. The school has evolved a quality management system that provides expert evaluation in course planning, writing, production, and management. The school has become expert at meeting a variety of student needs while serving large groups of students. Some examples of this diversity of needs include students who are enrolled because of distance, itinerancy, medical problems, psychological problems, or because they are overseas. In meeting these students' needs, the school considers provision of courses for nonliterate learners, student support, choice of appropriate course structure, consideration of tutor time management, and choice of an appropriate media mix. The school demonstrates that it is possible for a distance education institution to contribute in a positive and effective way toward meeting national education goals. (KC)

ED 360 570 CE 064 402

Workshops in the Workplace. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 30 Jun 93
NOTE- 141p.; A few scattered pages may not copy well due to light or filled print.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Employer Employee Relationship; Hospitals; *Literacy Education; Manufacturing; *On the Job Training; Outcomes of Education; *Program Implementation; Workshops
IDENTIFIERS- *Workplace Literacy

A workplace literacy demonstration project involving a hospital and a manufacturing company in New York City was conducted between May 1992 and June 1993. Two classes in the spring and fall were conducted. A total of 41 hospital personnel and 30 manufacturing company employees began the training, and 25 hospital employees and 27 manufacturing company employees completed the training. Literacy audits and task analyses were done at each worksite, and job-specific materials were developed based upon the results of these surveys. The materials included tests, practice exercises, workplace fitness forms, and surveys. Two workshop series of 32 hours each were conducted at both worksites. Workshop sessions covered the following topics: use of a dictionary and calculator, problem solving, reading and writing, critical thinking, effective communications and active listening, and understanding charts and graphs. Transactional Analysis, role playing, verbal and written presentations by participants, small group problem-solving activities, and homework were teaching techniques used.

and Resources Development.
PUB DATE- Jul 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Health Services; *Pregnancy

This resource guide was compiled to assist state, county, and community personnel in developing comprehensive adolescent health programs which address adolescent pregnancy, prevention, and care. It includes a broad range of topics with materials suitable for both professionals and consumers and for use by regional, state, and local government agency staff and in clinical, social service, community-based, residential, and educational settings. Included are resources dealing with the prevention of adolescent pregnancy as well as resources dealing with pregnancy care and parenting education. The guide is divided into three main sections: Publications and Resource Materials, Organizations, and Commercial Educational Resources. Materials in the Publications and Resource Materials section are organized under the following headings: General Information; Data, Needs Assessment, and Program Evaluation; Pregnancy Prevention; Prenatal Care; Prenatal and Infant Nutrition; Substance Use During Pregnancy; Parenting and Child Care; and Adoption. Organizations were included in the guide if their primary focus was on adolescent pregnancy; adolescent health and well-being in general; adolescent reproductive health and pregnancy prevention, such as family planning and sexuality education; or related issues, such as families and parenting, adoption, prenatal care, substance abuse, and nutrition. To help readers identify specific resources more quickly, symbols are included in the margins of the guide which indicate if the material is suitable for consumers, in a curriculum format for use in a classroom setting, available in languages other than English, or available in a videotape format. (NB)

ED 360 590 CG 024 971

An Introduction to the National DARE Parent Program. Program Brief.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- Jun 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; *Drug Abuse; *Drug Education; Elementary Education; Elementary School Students; *Parent Education; *Parent Role; Peer Influence; *Prevention
IDENTIFIERS- *Drug Abuse Resistance Education Program

Drug Abuse Resistance Education (DARE) is a preventive drug education program intended to stop drug use before it begins. Its purpose is to help children say "no" to drug, alcohol, and tobacco use by teaching them techniques to resist peer pressure. The newest addition to the concept is the DARE Parent Program (DPP), created to stimulate interest in the community and motivate families to take an active role in the prevention questions, explains the documentation needed for each question, and lists the person responsible and the date of the documentation. Part IV discusses how to conduct a quantitative evaluation for a tutoring program, and includes sections on choosing the information to examine, selecting the evaluation design, choosing the evaluation participants, and collecting and analyzing the data. Part V focuses on reporting the evaluation findings through both narrative and visual information. Part VI addresses the issue of planning for future evaluation. Part VII presents a conclusion and includes a table that summarizes the essential components of a tutoring program evaluation. A number of relevant forms and materials are appended. (NB)

ED 360 609   CG 024 994

Sager, Carol
Drug-Free Zone! Keeping Drugs Out of Your Child's School.
PUB DATE- 92
NOTE- 228p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Adolescents; Children; *Drug Abuse; *Drug Use; *Elementary Secondary Education; *Parent Role; *Peer Influence; *Prevention
IDENTIFIERS- *Drug Free Schools

This book, written for parents of school-aged children and adolescents, shows why drug prevention in most schools today is inadequate, and explains what parents need to do in order to stop the flow of drugs through their local schools. The first half of the book consists of six chapters that explore the problem of drugs in schools. Chapter 1 considers the prevalence of drugs in schools and calls drug use in schools a nationwide problem. Chapter 2 examines who are the principal players and identifies the major barriers to change. Chapter 3 presents descriptions of successful school-based drug-use prevention programs to serve as models for other schools to follow. Chapter 4 explains techniques for evaluating the school's drug prevention program. Chapter 5 presents tips for readers to use what they have learned, and chapter 6 focuses on how to continue the efforts toward drug-free schools. The second half of the book presents a "power tool kit" of sample materials for readers to use in drug prevention efforts. Included are tip sheets; guidelines for drug-use prevention programs; pledge programs and pledges; rules for safe, drug-free parties; ideas for drug-free fund-raising events; working with the media; proclamations; ordinances; resources; state kits; and "nuts and bolts"--two sample statements on school policies concerning student tobacco, alcohol, and other drug use. (NB)

ED 360 610   CG 024 995

Fenley, Mary Ann; And Others
The Prevention of Youth Violence: A Framework for Community Action.
PUB DATE- 93
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

and principals can help foster critical thinking skills in students. The speech also advances the idea of a new program called "Fresh Start" (based on "Head Start") to help students with serious behavior problems. (SAM)

ED 360 629 CS 213 937

Grace, Jean
Finding and Creating Voices through Story-Writing in the Composition Classroom.
PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; College Freshmen; *Creative Writing; *Freshman Composition; Higher Education; Writing (Composition); Writing Difficulties; *Writing Exercises
IDENTIFIERS- *Story Writing; Writing Contexts

Within the context of a basic composition class, writing stories allows teacher and students to have a conversation about issues that are important to the class and creates a space for students in which they can work on developing particular kinds of textual attention. Assignments are designed with the following questions in mind: What can students talk about with authority at this point in the term? What issues would be good for the class to get out on the table first thing? What work would students need to do to address this kind of assignment. How can the instructor ensure that it is work that will pay off for them in the context of the course? In response to an assignment that requires students to write a fictional sketch in which two characters have a mutually worthwhile conversation about a passage the class read as a whole, students usually did one of two things in their first draft: they either paid attention to the part of the assignment that asked them to work with a passage from a specific text in order to say something about the point of writing, or they wrote an interesting story. One student's story presented for class discussion the idea that silence can be excruciating. The students created actions in their stories that suggested ways of dealing with, rather than merely succumbing to, the difficulties involved in thinking through, writing about, and talking about ideas. (Two assignment handouts are included.) (SAM)

ED 360 630 CS 213 950

DeCiccio, Albert C.
The Postmodern Writing Center: Some Lessons from Lyotard.
PUB DATE- Mar 93
NOTE- 20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discourse Analysis; Higher Education; Teacher Role; *Writing Instruction; *Writing Laboratories; Writing Teachers
IDENTIFIERS- Composition Theory; Discourse Communities; *Lyotard (Jean Francois); *Postmodernism

ideas they had for the next draft, and asking for specific feedback from the instructor. Although many students were hesitant and unsure of what to say at first, once begun, the note-writing activity became a valued part of the kind of dialogue that can make a class a community of writers. The samples of reflective writing from students included evaluative language; therefore, students were encouraged to collaborate to develop evaluative criteria. As a result, they began to build their vocabulary about writing and the criteria to evaluate it. (Sample criteria lists are appended.) (NH)

ED 360 649 CS 213 978

Bertoncini, Leann
Academic Feminism's Subtle Violence against People of Color.
PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consciousness Raising; *Cultural Context; *Feminism; Higher Education; Literary Criticism; Literature Appreciation; Racial Bias; *Social Theories
IDENTIFIERS- Beloved (Morrison); Bleich (David); *Cultural Sensitivity; Feminist Criticism; Morrison (Toni)

David Bleich, in his analysis of Toni Morrison's "Beloved," is representative of theorists and practitioners who misrepresent feminism and women's issues. In his essay, "Reading from Inside the Outside of One's Community," Bleich converts a book about the strength and dignity of an African-American woman into a male-bashing tract that results in equating the chores of a middle-class housewife with the brutality and violence of slavery. Bleich, as a representative of "academic feminism," looks at women as helpless victims, in need of rescue and reassurance by men to survive; uses the white female model of family and disenfranchisement to guide his students to "understand" the book; and engages in a dialogue that suggests that individual men, not white patriarchal structures, are to blame for enslavement and oppression. In doing this, Bleich reproduces the mistake of many white educators by using the white model of family and of oppression to help students relate to Morrison's novel. The academic feminism represented by Bleich is a divisive element that alienates women of color and reduces women's struggle to a trivial whining rather than addressing the real issue of continuing violence against women, the lack of economic opportunity, the misogyny of the mass media, and the dismissal of women's knowledge and contributions to society. (NH)

ED 360 650 CS 213 980

Williams, Julie Hedgepeth
The Founding of the Penny Press: Nothing New under "The Sun," "The Herald," or "The Tribune."
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the American Journalism Historians Association (Salt Lake City, UT, October 6-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

develop classroom management practices that would simultaneously model and teach students about the philosophy and practice of empowerment. Interviews of 160 college juniors about faculty practices that made them feel powerless indicated that most of the issues they raised (straight lecture classes, no participation, seating charts) are considered time-honored instructional procedures by most faculty. The actual practices faculty might employ to empower students are limited only by creativity and contextual appropriateness. The course uses an empowerment-focused syllabus, has students react to the syllabus, lets students generate the class requirements and shape evaluation criteria, has students keep a daily log that operationalizes participation criteria, and requires a semester-long comprehensive final exam project which students work on throughout the semester. Implementing these practices has created challenging and stimulating classes. Students indicated their increased feelings of ownership, self-efficacy, and motivation. Shifting paradigms from traditional pedagogical techniques to empowerment in the classroom is imperative for preparing students to better adapt to rapid economic, political, and social changes in the 1990s and beyond. (RS)

ED 360 668 CS 508 255

Joiner, Jeffrey; German, Kathleen
Communication in Ballot Issue Campaigns: A Rhetorical Analysis of the 1991 Cincinnati Public Schools Levy Campaign.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Research; *Educational Finance; Elementary Secondary Education; *Persuasive Discourse; Public Relations; *School Budget Elections; *School Community Relationship; School District Spending
IDENTIFIERS- Cincinnati Public Schools OH; *Rhetorical Strategies

Following the failure of several school levies, the Cincinnati Public School System placed a $9.83 million levy on the ballot in 1991 which passed in spite of tremendous odds against it. The Cincinnati tax levy campaign was successful largely because it adapted to the unique nature of ballot issue campaigns. First, it provided proactive leadership through public relations professionals and the school superintendent. Second, it activated voters through registration, endorsements, and volunteers. Finally, the complex issues of the campaign were simplified, audiences targeted, and language strategies employed. In this process, the essential functions of communication present in successful issue campaigns were satisfied: education; trust development; promotion of a positive image; and neutralization of the opposition. The challenges of these campaigns provide the communication scholar with intriguing questions about the rhetorical nature of ballot issue campaigns. A persuasive strategy that proved to be effective in Cincinnati may well be successful in other cities. (Contains 45 references.) (RS)

ED 360 669 CS 508 256

Leeper, Roy V.
"Mutiny on the Bounty": A Case Study for Leadership Courses.

informal discussions. (LMI)

ED 360 687 EA 025 124

Johnson, Marlene
Redefining Leadership: A Case Study of Hollibrook Elementary School. Project Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 79p.; For the case analysis of four case studies, see EA 025 132; for the individual case studies, see EA 025 122-125.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Case Studies; *Educational Change; Elementary Education; *Instructional Leadership; *Leadership; Leadership Styles; Organizational Change; *Participative Decision Making; Teacher Administrator Relationship
IDENTIFIERS- *Spring Branch School District TX

This paper presents findings from one in a series of four case studies that examined leadership in schools committed to reform. Methodology included onsite observation, interviews with stakeholders, and informal discussions. Hollibrook Elementary School, which serves a primarily minority population in Spring Branch, Texas, ascended from a low district achievement rank to a national example of successful educational reform. Hollibrook's association with Accelerated Schools and the program's positive impact on attitudes toward educating students are described. The paper gives attention to the principal's leadership role for 3 years and the subsequent negotiation of leadership roles that occurred when a new principal arrived in the 1991-92 school year. Ways in which the new principal, faculty, and staff renegotiated the leadership established by the former principal are described. Factors that influenced the process were individual, interpersonal, structural, synergistic, political, and economic. A conclusion is that the term "shared leadership" evolved from words to daily activities. The lengthy negotiation process resulted in improved student achievement scores, reduced discipline problems, and increased parent involvement. The principal played a key role in supporting shared leadership. Two figures and three tables are included. (LMI)

ED 360 688 EA 025 125

Polite, Mary M.
The Story of Cross Keys Middle School: Learning To Ask the Right Questions. Project Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 58p.; For the case analysis of four case studies, see EA 025 132; for the individual case studies, see EA 025 122-124.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Educational Change; *Institutional Mission; Interpersonal Relationship; Junior High Schools; *Leadership; Middle Schools; Organizational Change; Politics of Education; Resistance to Change; *School Restructuring; *Teacher Administrator Relationship
IDENTIFIERS- *Ferguson Florissant Reorganized School District MO

ED 360 707 EA 025 153

Maeroff, Gene I.
Team Building for School Change: Equipping Teachers for New Roles.
PUB DATE- 93
NOTE- 171p.; One of the series, "Professional Development and Practice," edited by Ann Lieberman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Group Behavior; Group Dynamics; Group Unity; Leadership; *Management Teams; Principals; *Professional Autonomy; *School Restructuring; Secondary School Teachers; Teacher Administrator Relationship; Teachers; *Team Training; *Teamwork
IDENTIFIERS- Rockefeller Foundation

Focusing on teacher teams and their use as a lever for change, the author examines the importance of teachers becoming knowledgeable, skilled, and increasingly articulate about their leadership and participation so that they may take their rightful place in the school reform movement. Ten chapters focus on teams sponsored by the Rockefeller Foundation, in which volunteer teams of teachers, learning how to lead the change process, were a primary intervention for professional development and eventual school change. Chapter titles and topics are as follows: (1) "A Climate for Team Building" covers the teacher role and avenues for teacher renewal; (2) "An Agenda for Team Building" discusses the evolution of team building and examples of academies that inservice teachers in the team process; (3) "Selecting Teams" covers choosing a school, the team relationship to the school, and selection of individuals to attend an academy; (4) "How an Academy Happens" investigates the demand of an academy schedule, personal expectations of team building, analyzing and imagining, planning for the return to the school, and teachers as leaders; (5) "Bonding and Growing" discusses the Outward Bound approach, a proper setting for team building, getting to know each other, and group process skills; (6) "The Team and the Principal" include the topics of principals as members of teams, the need for confident principals, new allies for the principal, the principal as enabler, and support of the central administration; (7) "The Team Returns" discusses spreading ownership, personal transformation, schoolwide transformation, and the role of facilitator; (8) "Making Time for Teams" looks into the new schedules for new responsibilities and some ways to reallocate time; (9) "Obstacles to Teams" covers societal factors, budgets, unions, teacher knowledge and dedication, team function, and continuity; and (10) "Team Building in the Long Run" closes the book with lessons for professional development. (Contains 187 references.) (RR)

ED 360 708 EA 025 154

Norris, Gerald L.; Norris, Joye H.
Staff Development and Total Quality Management.
PUB DATE- Mar 93
NOTE- 8p.; Paper presented at the Annual Conference on Creating Quality Schools (2nd, Oklahoma City, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)

*School Effectiveness; Socioeconomic Background; *Socioeconomic Influences
IDENTIFIERS- Facilitators; *Louisiana

Findings of a study that examined the relationship of principals' change facilitator styles to school effectiveness in different socioeconomic contexts are presented in this paper. Data were collected through a survey of 472 public elementary school teachers in 53 schools in 19 Louisiana school districts. Schools were categorized according to SES composition and effectiveness. The teachers identified 39 percent of the principals as initiators, 36 percent as managers, and 25 percent as responders. Findings indicate that principals were seldom perceived by their teachers as having only one behavior style. Teachers in the more effective, low SES schools had more initiators than in the less effective, low SES schools. Managers were the most commonly found type of principal in both effective and ineffective middle SES schools. Finally, there were more responders in ineffective schools than in effective schools. Implications of the study are that principals with initiator styles should be assigned to ineffective, low SES schools to facilitate improvement, and that change facilitator style should be perceived as a continuum or combination of styles. Two tables are included. (LMI)

ED 360 728 EA 025 178

Mizelle, Nancy B.; And Others
Middle Grade Students' Motivational Processes and Use of Strategies with Expository Text.
PUB DATE- Apr 93
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Cognitive Processes; Expository Writing; Goal Orientation; Grade 8; Junior High Schools; Junior High School Students; *Learning Strategies; *Middle Schools; Performance; Self Efficacy; *Student Motivation
IDENTIFIERS- *Middle School Students

This paper presents findings of a study that examined young adolescents' motivational processes and use of strategies with expository text. Specifically, the study sought to determine how their attributes, self-efficacy, intrinsic value, anxiety, and goal orientation related to their use of cognitive and self-regulating strategies needed to understand expository text. Data were collected through classroom achievement scores, teacher interviews, and a survey of 226 eighth-grade students enrolled in all of the social-studies classes in a school system in northeastern Georgia. LISREL analysis was conducted of two structural models of the relationships among the different motivation, strategy-use, and achievement variables. Findings support a cognitive theory of learning that includes motivation as an important mediator of students' use of strategies. Performance and mastery orientation was a significant predictor of students' cognitive-strategy use; intrinsic value, but not self-efficacy, predicted strategy use; self-efficacy, but not intrinsic value, predicted classroom achievement; and self-regulating strategies seemed to act as a mediating variable between cognitive-strategy use and classroom achievement. Two figures and two tables are included.

States and the United Kingdom?
PUB DATE- Nov 91
NOTE- 34p.; Revision of paper presented at the New England Educational Research Organization (Portsmouth, NH, April 1991).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Educational Assessment; Educational Objectives; Educational Vouchers; Elementary Secondary Education; Foreign Countries; *Nontraditional Education; *School Based Management; *School Choice; Selection; *Standards
IDENTIFIERS- America 2000; Education Reform Act 1988 (England); England; United States; Wales

President Bush's America 2000 strategy, like the Education Reform Act of 1988 adopted by Prime Minister Thatcher's government in the United Kingdom, seeks to make education accountable to the marketplace. Both programs promote school choice, site-based management, and national control of curriculum and assessment. British studies have shown that academic standards are not a top priority in parental decision making and that parents tend to choose schools in relatively homogeneous areas. Another potential problem is that choice may be used as a kind of sorting process that indirectly screens out less advantaged students. Although school choice and site-based management imply greater individual freedom, national control of the curriculum is an attempt to direct the choice of parents and educators toward the achievement of national economic goals. Carefully designed choice programs should be evaluated and modified to avoid harm and increase benefits, especially for the least advantaged members of society. (Contains 46 references.) (LMI)

ED 360 747 EA 025 202

How Is Minnesota Spending Its Tax Dollars? Elementary and Secondary Education.
PUB DATE- 21 Jan 93
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Compensation (Remuneration); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Expenditures; Operating Expenses; Public Schools; School District Spending; *Standards; State School District Relationship; *Teacher Salaries
IDENTIFIERS- *Minnesota

This two-part report presents findings of a study that examined how Minnesota's tax dollars are being spent, with a focus on elementary-secondary education. Part 1 uses national indicators to compare Minnesota with other states. The second part examines actual education expenditures in Minnesota for the period betweeen 1985 and 1991. Findings show that total compensation, salaries and benefits combined, is the largest component of spending for elementary-secondary education. Although student-teacher ratios are slightly lower than the national average and average teacher salaries increased 15 percent between 1985 and 1991, other states are eclipsing Minnesota's efforts. Although capital expenditures far exceed the national average, there will continue to be a need for even more capital investment. Special education has seen the most

Evaluation; *Social Support Groups

This manual is intended to assist in the establishment, facilitation, leadership, and evaluation of support programs for fathers of children with disabilities. The manual begins with a foreword written by a father of a child with severe disabilities and a preface by the project director of the National Fathers' Network. An introductory chapter identifies common themes of fathers' programs (e.g., safety, camaraderie, and understanding); benefits of fathers' programs (e.g., discuss and practice the skills of caregiving); and suggestions for using the manual. The second chapter discusses patterns of family life, the father's role/reactions, and results of fathers' support programs (e.g., increased acceptance of the child). The third chapter addresses steps in starting such a group, including obtaining organizational sponsorship, recruiting fathers, determining costs, creative fund raising options, planning for child care, and locating meeting space. Principles of facilitation and leadership based on various leadership models (combinations of a professional and/or fathers facilitating the group) are covered next. Organizational activities (father/child activities, open discussion, educational opportunities, and social activities) are considered in the fifth chapter. Principles of individual and program evaluation are summarized, and the final chapter offers additional suggestions for supporting male involvement. Fifteen appendices provide sample publicity releases and forms, suggested activities, and evaluation guidelines. (Contains 21 references.) (DB)

ED 360 767 EC 302 338

Tasker, Mary
Jimmy and His Family. First Edition.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 92
NOTE- 26p.; Illustrated by Katie Van Horne.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Attitude Change; Books; Childrens Literature; *Emotional Adjustment; *Family Environment; Individual Development; Males; *Peer Acceptance; Peer Relationship; Primary Education; Special Health Problems; *Symptoms (Individual Disorders)

This children's book is written in both English and Spanish and tells the story of Jimmy, a second grader infected with the AIDS (Acquired Immune Deficiency Syndrome) virus. The story, written from the child's point of view, introduces Jimmy's home and family and explains how he became infected with the virus at birth and how the AIDS virus is and is not transmitted. The boy's feelings about being infected and how he came to understand these feelings are also addressed. The story ends with a call to other children not to be scared of or mean to people with AIDS. (DB)

ED 360 768 EC 302 339

Tasker, Mary
How Can I Tell You? Secrecy and Disclosure with Children When a Family Member Has AIDS.
SPONS. AGENCY- Health Resources and Services Administration

Smith, Timothy B.; Boyce, Glenna C.
Predictors of Developmental Outcomes for Infants Who Are Medically Fragile.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 26 Mar 93
NOTE- 20p.; Paper presented at Society for Research in Child Development Conference (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- At Risk Persons; Biological Influences; *Child Development; *Disabilities; Handicap Identification; Infants; Neonates; *Neurological Impairments; *Perinatal Influences; Prediction; Predictive Measurement; *Predictor Variables; Special Health Problems; Young Children
IDENTIFIERS- *Medically Fragile

This paper presents results of a preliminary study which evaluated medical birth data as potential predictors of developmental outcome, and developed and tested an instrument designed for this purpose. Forty low birthweight children, all of whom had experienced neonatal intraventricular hemorrhage, were evaluated at school age (66 months) on the Battelle Developmental Inventory (BDI) and results were correlated with neonatal risk factors and birth characteristics. Of 15 variables correlating with the BDI, the variables with the highest correlations with developmental outcome were the number of days spent in the Neonatal Intensive Care Unit and the degree of neurological damage. These variables were found to be more predictive than other commonly used variables including birthweight, gestational age, and APGAR scores. The study also found that adding demographic and social variables only slightly increased the amount of variance explained in the outcome measure. Attached tables detail study findings. (Contains 19 references.) (DB)

ED 360 787 EC 302 359

Ratekin, Cindy
Comparison of Temperament Ratings in Children with Autism, Children with Mental Retardation, and Typical Children.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Society for Research in Child Development Conference (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Attention Span; *Autism; Downs Syndrome; Goal Orientation; Individual Differences; *Mental Retardation; *Personality; Personality Assessment; Personality Measures; Responses; Student Characteristics; Young Children
IDENTIFIERS- UCLA Temperament Form

The effect of "temperament" in a school-like environment was evaluated for 30 children with mental retardation, 30 children with autism, and 30 typical children (all groups with a mean mental age of 23 to 24 months). Five-minute videotapes of each child attempting to complete a puzzle were viewed and scored by raters on the University of California (Los Angeles) Temperament Form. This instrument results in independent scores on the dimensions of activity, adaptability, approach/withdrawal, attention, distractibility, intensity,

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Agency Cooperation; Delphi Technique; *Disabilities; Educational Change; Educational Policy; Elementary Secondary Education; *Information Needs; *Needs Assessment; *Policy Formation; Preschool Education; *Program Improvement; *Public Policy; Staff Development; Surveys

This report describes a project which developed and implemented a process for the ongoing identification of national information needed for improving programs and services to infants, toddlers, children, and youth with disabilities. The process involved creating a polling panel of stakeholder groups, creating a list of national program information needs for use in surveying the 17 members of the polling panel, and conducting a two-round Delphi process to rank the relative importance of the information needs. The results of the process indicated that the polling panel members perceived the following areas to be the most critical areas of information need: personnel development, the role of special education in reform, accountability for outcomes, and interagency collaboration. Results indicate a high degree of need for information that can guide state and local decisionmakers responsible for implementing policies and practices that will improve the results of education for children and youth with disabilities. Appendixes contain a list of polling panel members and copies of materials sent to polling panel members. (JDD)

ED 360 806 EC 302 388

Mancuso, Ellen; And Others
The Right to Special Education in Pennsylvania. A Guide for Parents. Revised.
PUB DATE- Nov 91
NOTE- 66p.; Available in Spanish and cassette.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Eligibility; *Equal Education; Individualized Education Programs; Preschool Education; *Special Education; State Programs; Student Evaluation; Student Placement; *Student Rights
IDENTIFIERS- *Pennsylvania

This manual is designed to help parents learn how the special education system works in Pennsylvania and how parents can use the system to benefit their child. Chapters of the manual cover the student's right to: (1) a free appropriate public education; (2) pre-evaluation screening; (3) evaluations and re-evaluations; (4) an individualized educaation program; (5) an appropriate school placement; (6) the right to disagree with school officials; (7) special protections in discipline and in behavior programs; (8) a high school diploma; (9) preschool services; and (10) other important special education rights. Appendixes include definitions of exceptionalities, copies of sample letters, a list of parent advocacy and support groups, and a bibliography of federal and state laws and regulations. (JDD)

ED 360 807 EC 302 389

offer a forum for the collective analysis of the household findings. Teachers then form curriculum units that tap in to the household funds of knowledge. Parents are drawn into the process by the validation of household knowledge as worthy of pedagogical notice and new avenues of communication between school and home have been constructed in a way that fosters "confianza," or mutual trust. (Contains 21 references.) (Author/JL)

ED 360 826 FL 021 373

Minicucci, Catherine, Ed.; Olsen, Laurie, Ed.
Educating Students from Immigrant Families: Meeting the Challenge in Secondary Schools. Proceedings of a Conference (Santa Cruz, California, October 22-24, 1992).
SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- Feb 93
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accountability; *Adolescent Development; Age Differences; *Bilingualism; Change Strategies; Cultural Pluralism; Educational Change; Educational Finance; Educational Trends; Equal Education; *High Schools; *Immigrants; Legal Problems; Mathematics Instruction; *Middle Schools; Politics of Education; Science Instruction; Secondary Education; Secondary School Curriculum; Secondary School Students; Second Language Instruction; Second Language Learning; *Second Languages; Student Evaluation; Trend Analysis
IDENTIFIERS- Content Area Teaching; *Sheltered English

Proceedings of a conference on educating secondary school age children from immigrant families include summaries of papers, discussions, and panel presentations on the following topics: adolescent immigrant age and developmental issues; instructional issues in language development and bilingualism; limited-English-speaking students' access to core curriculum in middle schools; high school restructuring and school reform efforts; use of sheltered English for teaching content; human relations in multicultural secondary schools; teaching science and math to language minority children; accountability, student assessment, and equity for all students; and the political, legal, and fiscal climate for immigrant education and policy formation. Additional issues are addressed briefly in a concluding section. A list of conference participants and an annotated bibliography are appended. (MSE)

ED 360 827 FL 021 374

Rammuny, Raji M.
The New Arabic Proficiency Test. Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 9 Mar 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Arabic; *Language Proficiency; *Language Tests; Listening Comprehension Tests; Norms; Reading Tests; *Scoring; Standard Spoken Usage; *Test Construction; *Test Use;

ED 360 849 FL 021 427

Ulanoff, Sharon
Dialogue Journal Writing and the Mediated Development of Writing: How Do Second Language Learners Engaged in Authentic Writing Activities Develop as Writers?
PUB DATE- 14 Apr 93
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dialog Journals; Elementary School Students; English (Second Language); Grade 5; Intermediate Grades; *Journal Writing; Literacy; Pragmatics; *Second Language Learning; Skill Development; Spanish Speaking; Student Attitudes; *Writing Processes; *Writing Research; *Writing Skills

This study examined the writing development of two language minority students over 3 school years, in particular, students' writing samples in the form of dialogue journals. Analyses focus on the function of content features (pragmatics) in their writing, the development of mechanical control (surface features), and the change in content over time. Students' attitudes toward and perceptions about writing and the degree of correspondence with actual writing were also of interest. Two fifth grade students whose first language was Spanish and who were receiving literacy instruction in English served as subjects. The study's design involved collecting writing samples in the form of dialogue journals, interviewing the students, and videotaping students during a journal writing session. Results support the notion that children should have primary language support to facilitate second language literacy acquisition. Important differences in the students' development include mean length of entry, growth toward controlling the mechanical features of their writing, and initial reliance on the Spanish language as a basis for inventing spelling in English. Interview data showed that one student focused on meaning and process while the other student expressed concern over spelling and the skills aspect of learning to write. Dialogue journal evaluation sheets for surface features and content features, and a dialogue journal interview are appended. (JP)

ED 360 850 FL 021 429

Aweiss, Salem
Meaning Construction in Foreign Language Reading.
PUB DATE- Apr 93
NOTE- 45p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (15th, Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arabic; College Students; Comparative Analysis; Higher Education; Introductory Courses; Language Tests; Reading Comprehension; *Reading Skills; *Reading Strategies; *Recall (Psychology); *Second Languages; *Text Structure; Uncommonly Taught Languages

A study investigated six aspects of the construction of meaning in second language reading: (1) meaning-making strategies used;

construction of a Spanish observation survey and determination of its reliability and validity. For the study, data were collected on 144 first-graders who were ethnically Mexican-American and dominant Spanish-speaking; all were learning to read in Spanish. Data collection included administration of the English and Spanish versions of a language assessment scale, of a standardized Spanish reading achievement test, and of the Spanish version of the observation instrument designed for the program. Results established the survey instrument as reliable and valid for Mexican-American students in the study. Further, results compared favorably with validity and reliability of the English survey version. Further research on the instrument's use with other regional or dialectal populations is recommended. (MSE)

ED 360 868 FL 021 460

Kuhlman, Natalie A.; And Others
Emerging Literacy in a Two-Way Bilingual First Grade Classroom.
PUB DATE- 93
NOTE- 18p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC 1993, p45-59; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Bilingual Education; Developmental Stages; Elementary School Students; *English (Second Language); Grade 1; Interaction; *Journal Writing; Mexican Americans; Monolingualism; Primary Education; Second Language Learning; Skill Development; *Spanish Speaking; Whole Language Approach; *Writing Skills
IDENTIFIERS- *Emergent Literacy; English Speaking; *Two Way Bilingual Education

A study investigated the emerging journal-writing skills of 16 monolingual Spanish-speaking Mexican Americans and 10 monolingual English-speaking first-graders in San Diego County, California, in a whole-language, two-way bilingual classroom. The research looked for developmental stages in writing in the primary language, similarities or differences for the second language, the beginning of spontaneous second-language writing, and occurrence and results of social interaction during journal writing. It was found that the children approached the writing task from unique and individual perspectives, combining drawing and writing in early journals, experimenting with alphabetic forms and shapes, writing lists, and repeating patterns of letters, words, and sentences. They used early journals for egocentric writing activities, actively constructing writing schema through manipulation and experimentation. As the year progressed, journals became more audience-oriented as the children interacted with their peers, teachers, and researchers. (MSE)

ED 360 869 FL 021 461

Malave, Lilliam
Effective Instruction: A Comparison of the Behavior and Language Distribution of LEP Students in Regular and Effective Early Childhood Classrooms.
PUB DATE- 93
NOTE- 29p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual

enrichment; educational and financial counseling; and financial incentives. The study also found that little is known about program effectiveness as evaluations are rare and usually focus on process measures. Contains program descriptions and 18 references. (JB)

ED 360 887 HE 026 619

Algee, Alan; Bowers, Winefred
A Comparison of Learning Styles between Asian and American Seminary Students. Research Methodology.
PUB DATE- Jul 93
NOTE- 34p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Age; *Church Related Colleges; *Cognitive Style; Comparative Analysis; Comparative Education; *Cultural Differences; Educational Background; Foreign Countries; *Graduate Students; Graduate Study; Higher Education; Sex Differences; Theological Education
IDENTIFIERS- *Asian Students; Learning Style Inventory; *Theology Students

This study examined learning style differences between Asian and American seminary students at two post-baccalaureate, Assembly of God seminaries. The study randomly selected 100 students from the Asia Pacific Theological Seminary (APTS) in Baguio, Philippines and the Assembly of God Theological Seminary (AGTS) in the United States of whom 24 from each institution responded. Students revealed their learning styles through the Kolb Learning Style Inventory which classifies learners as divergers, assimilators, convergers, and accommodators. The sample population also supplied information on sex, age, years of college, and nationality in order to examine whether these variables were related to learning style variations. Results of the study, though limited due to low response rate and not statistically significant, indicated that American and Asian seminary students did vary somewhat in their predominate styles of learning. Other variables also appeared related to Kolb's four styles of learning. Seminary professors can possible expect students in an Asian seminary to be more often divergers while students in an American seminary are more often assimilators. Variations due to sex, age, and years in college occur in both locations. Appendixes contain copies of correspondence and a questionnaire. Contains 31 references. (JB)

ED 360 888 HE 026 620

Fine, Kerry Kinney
A History of Minnesota Higher Education Policy. A Policy Analysis.
PUB DATE- Jan 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Coordination; Educational Cooperation; Educational History; *Educational Policy; Educational Quality; Elementary Secondary Education; Financial Policy; *Governance; Government School Relationship; *Higher Education; Institutional Mission; Policy Formation; State Action; State Aid; State Boards of Education; State Colleges; State Departments of Education; State Government; *State History; State Legislation; State Universities; Statewide

ED 360 906 HE 026 642

Cooper, Pamela A.; Hensley, Oliver D.
Faculty Productivity Reporting Systems in Research Universities. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Administration; *College Faculty; Faculty College Relationship; Higher Education; *Productivity; *Recordkeeping; *Research Universities; School Policy
IDENTIFIERS- *AIR Forum; *Faculty Productivity Reports

This study identified the existence, types, related procedures, and use of faculty productivity reporting systems currently used by institutions of higher education involved in externally-funded research. Institutional research officers at 200 institutions of higher education were surveyed in an effort to characterize the existing productivity reporting systems of these institutions. These were institutions with the highest levels of total, separately budgeted, science/engineering research and development expenditures. A total of 83 administrators responded. The survey instrument requested information concerning institutional procedures for the methods, frequency, and use of information obtained through faculty productivity reports. Copies of the related institutional policies, procedures, and reports also were requested. Results indicated that the use of faculty productivity reporting systems occurs much less frequently than the federally-mandated systems. Only 68.7 percent of the responding institutions indicated that a formal, periodic method of reporting faculty productivity exists, and of these institutions, 83.6 percent require the reports to be submitted by all faculty. The productivity reports are typically used for internal activities such as tenure evaluation, promotion and merit evaluations and raises, and less frequently for budgeting and planning purposes. There is generally little attempt to correlate faculty productivity measures with financial data. (Contains nine references.) (JB)

ED 360 907 HE 026 644

Weissman, Julie; Stroupe, Jane
Enrollment Projections: Combining Statistics and Gut Feelings. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 13p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Educational Finance; Enrollment; *Enrollment Projections; Environmental Scanning; Higher Education; Models; Program Descriptions; *Statistical Analysis
IDENTIFIERS- *AIR Forum; *College of Lake County IL

Personnel at the College of Lake County (CLC) developed a outcomes of the path analyses indicated that students enter college with ambivalent feelings toward affirmative action and that colleges and universities have the potential to tip the balance either for or against such practices. Within this study, males became less supportive of affirmative action during their first year of college, while females became more supportive of these policies. Findings suggest the vital role that institutional researchers play in providing empirical data on student attitudes to guide institutional decisions. (Contains 24 references.) (GLR)

ED 360 924 HE 026 662

Annis, Ann W.; Rice, Rodger R.
A Comparative Study of Inquiries, No-Shows, and College Freshmen. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Church Related Colleges; College Admission; *College Bound Students; College Choice; *College Freshmen; Comparative Analysis; Decision Making; *Enrollment Influences; Higher Education; Institutional Research; *No Shows; Student Financial Aid; *Student Reaction; Surveys
IDENTIFIERS- *AIR Forum; *Calvin College MI

A three-part study conducted at a medium-sized, Christian comprehensive college in Michigan (Calvin College) examined the college choice process including why students apply but do not enroll, as well as the reasons why students enroll. Subjects consisted of: (1) those who made multiple inquiries and had multiple contacts with the college but did not apply (N=247); (2) admitted students who did not enroll (N=274); and (3) incoming freshmen (N=822). Subjects were asked, in part, what was important in their college-choice decision, how the college compared to their final choice (or the second choice of enrolled freshmen), and their comparative impressions of the schools under consideration. The most important reasons for not attending Calvin reported by admitted students not enrolling and those making inquiries but not applying were location, high cost, receiving a better offer, and losing interest. Lack of adequate financial aid was also a major influence for those not enrolling. (Contains five references.) (GLR)

ED 360 925 HE 026 663

Cash, R. William
Assessment of Study-Abroad Programs Using Surveys of Student Participants. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

elements of marketing and marketing research, packaging and pricing decisions, advertising and sales promotion, channels of distribution, employment of human resources, management of human resources, production and operations management, computerized information systems for business, and careers in an information economy. (KC)

ED 360 474 CE 064 023

McCaslin, N. L.; Headley, W. Scot
A National Study of Approved State Systems of Performance Measures and Standards for Vocational Education.
PUB DATE- Jun 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Educational Legislation; Evaluation Criteria; Evaluation Methods; Federal Legislation; National Surveys; *Performance Tests; *Program Evaluation; Questionnaires; Secondary Education; *State Programs; *State Standards; *Student Evaluation; Tables (Data); Validated Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Job Training Partnership Act 1982; *Performance Monitoring

A national study examined the system of performance measures and standards that had been approved in each of the 50 states, the District of Columbia, Puerto Rico, Guam, and the Virgin Islands in response to the 1990 Perkins Act. Descriptive survey and content analysis research methods were used to develop summary sheets categorizing the types of performance measures approved by each state/territory and the methods adopted to assess performance. The numbers of performance measures approved for secondary and postsecondary vocational education averaged 10 and 8, respectively. Most states (30) had developed a single set of measures to assess both basic and advanced academic skills at the secondary level. Other areas in which performance measures had been approved included the following: competency attainment, work skill attainment, program completion, high school graduation, placement, percentage served, and gender mix. In nearly every state, systems of core standards and measures of performance for secondary and postsecondary education had been developed and implemented in line with the requirements of the 1990 Perkins Act; however, the standards, performance measures, and types of assessment techniques approved by each state varied greatly from state to state. (Contains 13 tables, 26 references.) (MN)

ED 360 475 CE 064 055

Jegede, Olugbemiro J.
Distance Education Research Priorities for Australia: A Study of the Opinions of Distance Educators and Practitioners.
PUB DATE- Jul 93
NOTE- 22p.; Paper presented at the Biennial Forum of the Australian and South Pacific External Studies Association (11th, Adelaide, Australia, July 21-23, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Adult Education; *Distance Education; *Educational Research; Foreign Countries; *Information Needs; Postsecondary Education; *Research Needs;

consultants and reviewers. Student, client, and instructor reaction to the new living case study course has been quite positive. (MN)

ED 360 494   CE 064 141

Rahn, Mikala L.; And Others
State Systems for Accountability in Vocational Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 268p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accountability; *Evaluation Criteria; *Evaluation Methods; National Surveys; Outcomes of Education; Postsecondary Education; Program Evaluation; Secondary Education; *State Programs; State Standards; *Systems Approach; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

A study examined the performance measures and standards implemented by each of the 50 states to comply with Section 115 of the 1990 Perkins Act. Data were gathered through workshops and telephone conversations with contact persons from each state and from an analysis of relevant state-supplied documentation. The performance measures and standards implemented as of Fall 1992 were summarized with special attention to the following: incentives or adjustments for special populations, local modifications of performance measures and standards, and coordination with other federal programs. Examples of clearly and precisely defined state measures and standards dealing with the following outcome areas were identified: basic and advanced academic gain, occupational competency gain, occupational competency attainment, job or work skill attainment, retention and completion, labor market measures and standards, special populations, and procedures for using existing resources and methods developed in other programs receiving federal assistance. Areas in which states could further develop their systems were determined, and recommendations were developed regarding further state and federal actions and research and development activities. (Following a 63-page report, the bulk of the document consists of descriptions of each state's system of performance measures and standards at both the secondary and postsecondary levels.) (MN)

ED 360 495   CE 064 149

Koch, Richard
Vocational Education in France--Structural Problems and Present Efforts towards Reform. CEDEFOP Document.
PUB DATE- 89
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Articulation (Education); *Change Strategies; Comparative Analysis; Demography; *Educational Change; Educational Policy; Educational Trends; *Education Work Relationship; Employment Patterns; Foreign Countries; *Government School Relationship; Policy Formation; Public Policy; *School Business Relationship; Secondary Education; *Vocational Education

The Norfolk (England) Local Education Authority (LEA) undertook successful collaborations with employers, voluntary organizations, and the health service. Many employers were willing to invest in basic skills training for their employees in work time and in the workplace. They were more receptive if a need had been identified or employees had problems with new procedures or systems. Short courses were offered because employer cost was relatively small and goals were attainable, achievements measurable, and progress quantifiable. The Norfolk LEA also involved employers in the retail industry in provision of basic skills training for women. Factors that led to success were integration of basic skills in a preemployment training program and real workplace situation, materials, and training. Factors that caused difficulties were cramped store training rooms and attempts to balance basic skills and other training. Providing basic skills within the voluntary organizations' training program proved an effective way of reaching a new audience and delivering basic skills in a relevant and accessible way. Nine young women in the Great Yarmouth Young Women's Project enrolled in an education program that offered basic skills. A joint project with the Norfolk Health Authority improved access to health education and basic skills training through increased awareness of health staff, health staff training, advice on material simplification, and a program of short courses and sample sessions. (YLB)

ED 360 514 CE 064 232

Hollenbeck, Kevin; Anderson, William
A Net Impact Analysis of Adult, Job-Specific Training Programs Funded by the Ohio Department of Education. Upjohn Institute Technical Report No. 93-003.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- Jul 93
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Vocational Education; Associate Degrees; *Educational Benefits; Educational Certificates; Educational Finance; *Employment Patterns; Employment Programs; Job Skills; *Job Training; Outcomes of Education; Participant Characteristics; Participant Satisfaction; Postsecondary Education; Program Evaluation; Rewards; State Aid; *State Programs; *Wages
IDENTIFIERS- *Ohio

The economic outcomes of the Ohio Department of Education's (ODOE's) full-time, job-specific adult vocational education classes were assessed. The primary intent was to document strengths and weaknesses of the three types of institutions that offer this type of training below the baccalaureate level (ODOE-funded adult programs, community/technical colleges, and proprietary institutions) and to identify areas of overlap and duplication or areas of unmet needs. Seven study sites were selected, and interviews were conducted with the following: high school vocational counselors, Job Training Partnership Act/Private Industry Council administrators, employers, provider training directors, instructors, and training participants. Almost twice as many women participated in adult, job-specific training as men. About 80 percent were high school graduates, and about three-quarters of those without high school diplomas had earned a General Educational Development certificate. Substantial benefits accrued to employers who

Education, Columbia. Office of Vocational Education.
PUB DATE- Jan 90
NOTE- 31p.; For other teacher's guides in this series, see CE 064 301-307.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; Definitions; *Education Work Relationship; Job Skills; *Mathematical Applications; *Mathematics Instruction; Occupational Information; Postsecondary Education; *Radiologic Technologists; Skill Development; Teaching Guides

This module presents a real-world context in which mathematics skills are used as part of a daily routine. The context is the radiological technology field, and the module aims to help students use ratios and exponents as part of real-life problem solving. Materials in the module, most of which are designed for the teacher to duplicate and distribute to students, include the following: (1) information on careers in the field of radiological technology; (2) a task to be performed; (3) task skills, information sheets, related problems, and a teacher's answer key; and (4) a glossary. (KC)

ED 360 533 CE 064 306

Wallace, Johnny M.; Powell, Mike
Mathematics for the Workplace. Applications from Textile Manufacturing (Milliken & Company, Peerless Plant). A Teacher's Guide.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Dec 90
NOTE- 17p.; For other teacher's guides in this series, see CE 064 301-307.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; Career Education; *Education Work Relationship; Fashion Industry; Finishing; Job Skills; *Machine Tool Operators; *Mathematical Applications; *Mathematics Instruction; Occupational Information; Postsecondary Education; Skill Development; Teaching Guides; *Textiles Instruction

This module presents a real-world context in which mathematics skills are used as part of a daily routine. The context is the textile production area of machine operations, and the module aims to help students understand the significance of mathematics skills in interpreting charts and graphs. Materials in the module, most of which are designed for the teacher to duplicate and distribute to students, include the following: (1) information on careers as textile machine operators; (2) a task to be performed with a handout sheet needed for the task; and (3) questions for analysis, related problems, and a teacher's answer key. (KC)

ED 360 534 CE 064 307

Wallace, Johnny M.; And Others
Mathematics for the Workplace. Applications from Veterinary Technology. A Teacher's Guide.
SPONS. AGENCY- Fund for the Improvement of Postsecondary

new ways. Increased calls for accountability in public education mean that agricultural education must find ways to support the growing movement toward helping all students master higher levels of skills without jeopardizing enrollments in agricultural programs. Vocational agriculture teachers must develop a vision for transition and find new ways to accommodate the new realities of society and schools. In Pennsylvania, the transition appears under way in such areas as articulation of secondary and postsecondary programs and tech prep program development. Agriculture teachers must now find new ways to meet the school-to-work transition and community service obligations of the educational system through its student organizations and supervised agricultural experience. (Contains 10 references.) (MN)

ED 360 552 CE 064 344

OCHEA Study of the Information Needs of Strategic Stakeholders. Final Report.
PUB DATE- May 93
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Community Colleges; *Continuing Education; Deans; Educational Benefits; Educational Needs; Educational Research; *Governing Boards; Higher Education; *Information Needs; Legislators; Needs Assessment; *Presidents; *Role of Education; Technical Institutes; Universities

Representatives of strategic stakeholder groups who make decisions affecting continuing higher education (CHE) were surveyed to determine their perceptions regarding the role and impact of CHE. These types of institutions participated: two state universities, five community/technical colleges, two branch/regional campuses, and one private college. Eleven presidents/deans, 19 trustees/members of the board of directors, and 8 state legislators were interviewed. Most respondents indicated they were familiar with some aspect of CHE. The area of CHE with which most respondents were most familiar was the programs and services oriented toward provision of occupational skill and job readiness training and assistance to business and industry in meeting their knowledge, applied technology, and skill needs. The most substantive role ascribed to CHE by respondents was the role of providing education and training for job placement or promotion and providing assistance to business and industry. Respondents generally displayed a lack of knowledge about the characteristics of CHE students. Although legislators indicated they received little or no information about CHE, presidents/deans and trustees/board members generally indicated they actually received a good deal of information. Presidents/deans and trustees/board members appeared to be quite positive about their CHE programs and services. (Appendixes include a list of institutions participating, interview protocols, and 22 references.) (YLB)

ED 360 553 CE 064 346

Moore, Richard W.; Blake, Daniel
Does ETP Training Work? An Analysis of the Economic Outcomes of California Employment Training Panel Programs.
SPONS. AGENCY- California State Employment Training Panel,

An ongoing formative evaluation took place throughout the training, with a summative evaluation conducted at project end. Supervisors at both sites reported improved work habits and increased insight on working smarter by participants, and employee participants were pleased with the training. Communication among employees and between employees and management improved. (Extensive appendixes contain the following: business partners' support letters, an outline of a preworkshop, forms for the project, and a course outline and sample curriculum guide.) (KC)

ED 360 571 CG 024 948

Mohamed, Othman
Identifying the Need for Counseling Services in Organization and Industry in Malaysia.
PUB DATE- May 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Counseling Services; *Employee Attitudes; Foreign Countries; *Industry; *Needs Assessment; *Organizations (Groups); *Supervisors
IDENTIFIERS- *Malaysia

Studies on the need for counseling services were conducted at three separate corporate settings in Malaysia. The three organizations were the National Institute of Public Administration Malaysia; Syarikat Telekom Malaysia Berhad; and the Johor Port Authority. Subjects included 129 supervisory officers and 135 supervisees at the National Institute of Public Administration Malaysia; 288 employees at the Syarikat Telekom Malaysia Berhad; and 288 employees at the Johor Port Authority. Results obtained through frequency analysis revealed that the majority of respondents agreed on the need for introducing a counseling service into the corporations. A comparative analysis between the variables according to gender, employee job status, and work experience was initiated. The results of this analysis indicated the frequency incidence of counseling-related problems in the various corporations. The comparative analysis indicated no significant differences on the various problems between executives and non-executives. Problems related to retirement, finance, and the family were apparent among employees of the corporations. (Author/NB)

ED 360 572 CG 024 949

Gillespie, David; Hillman, Stephen B.
Impact of Self-Efficacy Expectations on Adolescent Career Choice.
PUB DATE- Aug 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Career Choice; Expectation; *General Education; High Schools; High School Students; *Nontraditional Education; *Self Efficacy; Sex Differences; *Special Education

This study was conducted to explore the impact of several aspects of self-efficacy expectations in relation to the vocational considerations of high school students. Career self-efficacy expectations and decision making by male (N=132) and female of substance abuse. DPP is conducted as a series of separate meetings for parents to brief them on the objectives of the core curriculum and to teach them how to recognize the signs of drug use, use local program resources, and improve family communication. The purpose of this manual is to help communities with established DARE programs expand into parent education. Individual sections focus on the background of the program, the goals and objectives of the parent program, critical elements of the DARE Parent Program, implementation guidelines, program experiences in the DARE parent sessions, and program evaluation. Lists of DARE regional training centers and state administrative agencies are appended as is information on obtaining films. (Contains 27 references.) (NB)

ED 360 591 CG 024 972

Zuckerman, Karen, Ed.
AIDS. CSAP Prevention Resource Guide.
PUB DATE- Oct 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Health Education; *Health Promotion; *Prevention

This resource guide was compiled from a variety of publications and data bases and represents the most current information to date on Acquired Immune Deficiency Syndrome (AIDS) prevention. The guide is organized into three major sections. The first section lists prevention materials. For each entry, information is provided on the organization which developed the materials, the publication date, format, length, context, topic, mode of delivery, target audience, setting, language, readability, inventory number, and availability of the material, as well as a brief description of its content. The 33 entries in this section include brochures, posters, flyers, fact sheets, print ads, books, comic books, classroom materials, workbooks, photo essays, and videos and focus on such topics as drug use and AIDS, pregnancy, human immunodeficiency virus testing, condom use and teenagers and AIDS. The second section contains information on relevant studies, articles, and reports. The 19 entries in this section are classified as government publications and journal articles, and other publications. The final section of the guide lists 20 groups, organizations, and programs on AIDS, providing addresses and telephone numbers for each entry. (NB)

ED 360 592 CG 024 973

Hallard, Lynn
Curriculum: Alcohol and Other Drugs Resource Guide.
PUB DATE- Nov 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Alcohol Abuse; Drinking; *Drug Abuse; *Drug Education; *Drug Use; Elementary Secondary Education; *Prevention

This resource guide contains useful information about kindergarten-grade 12 curricula on the prevention of alcohol and other drug use for classroom use. It also cites other relevant publications and organizations. The guide is intended to help teachers, counselors, and other school personnel in

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Community Action; Models; *Prevention; *Violence; *Youth Problems

Many concerned individuals and community-based organizations want to reduce violence and prevent injuries and deaths from violence among youths in their community. This manual is designed to help. It includes a menu of specific activities for communities to undertake plus a framework for putting those activities effectively into place. The manual is based on the principles of effective, community-based health promotion programs that have been successfully used to address a variety of chronic diseases as well as problems of youth, such as sexually transmitted diseases and teenage pregnancy. The manual is divided into two major sections, "Activities To Prevent Youth Violence" and "Program Management." The first section describes the target groups, settings, and strategies for the prevention of youth violence. The section takes into account what is known about youth violence through scientific research, what has been learned through innovative community efforts, and what has been learned from interventions used to prevent other types of health or social problems. The section on program management covers the basic principles of effective community-based health promotion programs. This section describes the processes of organizing the community; gathering and analyzing the information needed to describe adequately the problem of youth violence in the community; setting goals and objectives; locating resources; and monitoring the progress of the program. The appendix contains a 37-page chart of community programs designed to prevent youth violence. (NB)

ED 360 611   CG 024 996

Johnston, Lloyd D.; And Others
National Survey Results on Drug Use from the Monitoring the Future Study, 1975-1992. Volume I: Secondary School Students.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- 93
NOTE- 331p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drinking; *Drug Abuse; Grade 8; Grade 10; Grade 12; *Illegal Drug Use; National Surveys; Secondary Education; *Secondary School Students; *Smoking; *Student Attitudes; Student Behavior; Trend Analysis

This document is the first volume of a two-volume report presenting the results of the 18th national survey of drug use and related attitudes among American high school seniors and the 13th national survey of American college students. Volume I contains the results from the secondary school samples of 8th, 10th, and 12th graders. The volume contains 10 chapters. Chapter 1 provides an introduction to the report. Chapter 2 contains an overview of key findings, looking at trends in illicit drug use, alcohol use, and cigarette smoking, and the drug use of 8th graders. It is noted that, over the last decade, there have been appreciable declines in the use of a number of illicit drugs among high school seniors. Chapter 3 describes the study design and procedures; chapter 4 considers the prevalence of drug use among 8th, 10th, and 12th graders; chapter 5 examines trends in drug use among secondary school students; and chapter 6 focuses on drug use at earlier grade

Reflecting on Jean-Francois Lyotard's work "The Postmodern Condition" may provide those who work in the writing center with additional ideas about how to make writing centers the next best thing in composition instruction. Lyotard offers a way to argue against the affirmation of traditional values and characteristics in writing (i.e., Standard Written English), to argue for differences in writing, and to celebrate all the writing that happens despite the academy's rigid restraints. According to Lyotard, postmodern knowledge is not simply a tool of the authorities: "it refines our sensitivity to differences and reinforces our ability to tolerate the incommensurable." He also has a good deal to say about the value of practice (performativity) and contends that practice is the primary mode of legitimizing knowledge. Lyotard further defines the postmodern condition as one in which people have lost their nostalgia for the lost narrative; rather than reproducing traditional ways of teaching, writing center instructors must remove themselves from a nostalgic reliance on what no longer works and perform the postmodern. While a variety of prominent critics would agree that it might be a problem to think about the postmodern condition as Lyotard does, his theories free both teachers and students from prescribing rules for the elimination of comma splices, fragments, and lapses in agreement and promote the recognition that the writing group itself can decide what rules of usage and grammar make sense for developing texts. (SAM)

ED 360 631   CS 213 951

Pilon, Elaine M.
Autobiography and Writing across the Curriculum: Bringing "Life" to Disciplinary Writing.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Higher Education; *Personal Narratives; Writing (Composition); *Writing Across the Curriculum; Writing Instruction
IDENTIFIERS- *Personal Writing; Self Awareness

Letting the life stories of students or parts of those stories into composition courses not only helps students improve their writing skills, but also helps many of them connect with themselves--who they are, who they are becoming, what they want to become--in ways that enhance their abilities to learn in their own fields. Students who fail to ask such questions mistake skills for understanding and thus fail to benefit from the goals of a liberal education. Consequently, autobiographical writing should be an important element in any Writing-across-the-Curriculum program. (Autobiographical writing by a teacher and by three students are included, and a 7-item bibliography is attached.) (SAM)

ED 360 632   CS 213 957

Mark, Jan, Comp.
The Oxford Book of Children's Stories.
PUB DATE- 93
NOTE- 468p.

(150),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Journalism History; *Mass Media Role; *Newspapers; Political Affiliation; Press Opinion; United States History
IDENTIFIERS- Historical Background; Journalism Research; *Penny Press

While the founders of the penny press did not set out to establish a truer form of journalism, they did popularize both low prices for newspapers and newspaper economics based on sales instead of political party backing. The history of "The Sun," "The Herald," and "The Tribune" disprove the idea (advanced by journalism scholars) that the penny press (founded in the 1830s) foreshadowed modern journalism. Although these early penny press giants did contribute in some ways to future journalism, their newspapers contained much material that could not be considered modern or innovative. Benjamin Day created the New York "Sun" in 1833 without the backing of any political party, a distinct handicap in the era of political party sponsored newspapers. The paper cost only a penny, compared to six cents for other newspapers. Day constantly attacked other papers in an effort to win a firm spot in Americans' reading habits for the "Sun." He and George Wisner gave it saucy writing and made it manageable in size. James Gordon Bennett, intrigued by the success of the "Sun," founded "The Herald" in 1835, which adopted the successful format of the "Sun." As Bennett saw it, the new paper would essentially solve all the problems of mankind. Horace Greely founded "The New York Tribune" in 1841 with the mission of teaching the true principles of government--a Whig true government--and seeing that they were carried out. Greely offered news and literature, but the "Tribune's" outstanding feature was its Whig politics. (Ninety-seven notes are included.) (RS)

ED 360 651 CS 213 981

Williams, Julie Hedgepeth
America's Puritan Press, 1630-1690: The Value of Free Expression.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the American Journalism Historians Association (Salt Lake City, UT, October 6-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Censorship; Colonial History (United States); *Freedom of Speech; Journalism; *Journalism History; Persuasive Discourse; *Puritans
IDENTIFIERS- Massachusetts; Media Government Relationship; Religious Movements

During the period from 1630 to 1690, the Puritans were not arbitrary oppressors of free speech. They believed that public expression was valuable and necessary. They restricted only ungodly print or speeches by heretics and blasphemers. Within the boundaries of godly expression, Puritans encouraged discussion for the better enlightenment of mankind. The rule that free expression should be a blessing to society occasionally backfired as people such as John Palmer accused them of silencing free speech. However, Palmer was supporting a governor whose basis for governing was the squelching of political expression and the silencing of Puritan religious ministry. Puritans did restrict the press enough so that Quaker prints which lashed out against New England had to be printed

PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Case Studies; Class Activities; Classification; *Films; Higher Education; *Leadership; Thinking Skills
IDENTIFIERS- Gagnes Taxonomy; *Mutiny on the Bounty (Film)

Although there are drawbacks to the case study method, using films presents opportunities for instructors to teach to the "higher" levels presented in learning objective taxonomies. A number of classifications of learning outcomes or objectives are well served by a teaching style employing the case approach. There seem to be as many different types of case study methods as there are writers on the subject. Perhaps the most useful typology of case methods, in part because of its simplicity, is that developed by Gay Wakefield for the public relations field. Because of the clarity of character and issue development, the 1935 film version of "Mutiny on the Bounty" was chosen for use in a sophomore level course titled "Principles of Leadership." Using Wakefield's typology, the film is a case history which becomes a case analysis during class discussion. Almost all of the topics that would be covered in a course in leadership are present in the film. The film meets the requirements of a good case as set out by other typologies of case studies. The most often claimed benefit of the case study method is that it teaches the student to think as opposed to teaching the student to memorize. Drawbacks to the case study method include: the method requires a great deal of time; discussion may not go in a direction the instructor wants; and instructors have to be prepared to be challenged during discussion and may have to admit ignorance. (Thirty notes are included.) (RS)

ED 360 670 CS 508 257

Blatt, Stephen J.; Benz, Carolyn
The Relationship of Communication Competency to Perceived Teacher Effectiveness.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Research; *Communication Skills; Higher Education; Interpersonal Communication; Interpersonal Competence; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness
IDENTIFIERS- Communicator Style; University of Dayton OH

A study investigated the relationships between a university standardized student evaluation of faculty teaching and students' perceptions of the communication skills used by the instructor. Subjects, 397 students taught by 12 instructors from the College of Arts and Sciences at the University of Dayton (Ohio), completed the regular teacher evaluation and a

This paper presents findings from one in a series of four case studies on leadership in schools dedicated to educational reform. It describes the process undertaken by staff at Cross Keys Middle School in Flourissant, Missouri, to develop a school mission related to the national middle schools movement. Changes made in the school's program, policy, and practice to implement the school mission are delineated. The leadership roles of the principal, administration, and teachers are discussed in detail, as well as the professional and interpersonal relationships among these participants. The leadership functions played by committee decision-making structures and teaching teams and the role of district influences are described. The resulting tension and conflict are examined as a productive way to maintain and evaluate change. Two figures and three tables are included. (LMI)

ED 360 689 EA 025 128

Amundson, Kristen J.
Cutting Costs & Raising Revenues: 228 Tips for School Districts. NSBA Best Practices Series.
PUB DATE- 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cost Effectiveness; *Costs; Educational Finance; Efficiency; Elementary Secondary Education; Expenditures; *Income; *Retrenchment; *School District Spending

This publication outlines some of the techniques school districts are using to survive in an era of fiscal restraint. Information in this resource directory is based on a national survey of 108 school districts affiliated with the National School Board Association. Section 1 summarizes the survey findings, which indicate that school districts have tried to make budget cuts that do not directly affect the instructional program. The most frequently mentioned cost-cutting methods included promoting interagency collaboration, increasing energy efficiency, consolidating transportation routes, and changing purchasing policies. Obstacles to the strategies included general resistance to change, lack of communication, and personnel practices and contracts. Section 2 provides brief descriptions of 228 ways in which districts have cut costs or raised revenues. The tips are organized into 24 categories. Each tip includes a description of the technique, estimated cost savings (or generated revenue), and a contact person and telephone number. Section 3 provides basic information on the school districts participating in the survey. One figure is included. (LMI)

ED 360 690 EA 025 129

Nesin, Orene Clarke
School Linked Integration of Services for Children.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Organizational Climate; *Organizational Development; *Organizational Theories; *Professional Development; Teacher Improvement

IDENTIFIERS- *Total Quality Management

Professional development is an emerging view of faculty development that places teachers in charge of their own professional growth. The emergence of Total Quality Management (TQM) provides a vehicle for designing professional development to meet the needs of individuals and the organizations that employ them. The eight tenets of Deming's theory of TQM that relate directly to professional development are discussed: change beliefs, demonstrate leadership by example, encourage renewal, create a culture of continuous improvement, drive out fear, promote collaboration, eliminate reliance on evaluation, and promote pride. In summary, a fundamental aspect of professionalism is assuming responsibility for one's professional development. For a learning organization to exist, it must be composed of individual learners who can be encouraged through the use of TQM concepts. (LMI)

ED 360 709 EA 025 155

Success for All Students: "Standards for Excellence" in New Mexico's Schools. A Major Initiative To Support CITE, A Student-centered Policy Framework for System-Wide Change in New Mexico.

PUB DATE- Mar 93

NOTE- 40p.; For a related document, see EA 025 156. Text overlays graphics throughout document.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Improvement; *Educational Objectives; Educational Opportunities; *Educational Policy; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Public Education; *State Standards

IDENTIFIERS- *New Mexico

The New Mexico State Board of Education developed a comprehensive plan to attain the national education goals. The Consolidating Initiative for Tomorrow's Education (CITE) is a student-centered policy framwork for systemwide educational change that is based on the belief that all students can learn. This booklet describes the State Board of Education's newly adopted Standards for Excellence. Information is provided on the following: the rationale for development of the standards; definitions of educational outcomes; a description of outcomes related to literacy, attitudes, and attributes; a model of educational evaluation; correlates of effective schools; and indicators of program support for the standards. A visual representation of the CITE policy framework and a list of related state publications are included. An enclosed poster shows how the state competency frameworks support the student outcomes in the Standards for Excellence. (LMI)

ED 360 710 EA 025 156

Consolidating Initiatives for Tomorrow's Education (CITE): A Student Centered Policy Framework for System-Wide Educational Change in New Mexico.

PUB DATE- Sep 92

NOTE- 20p.; For a related document, see EA 025 155.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

Appendices contain the survey instruments. (Contains 46 references.) (LMI)

ED 360 729 EA 025 179

Kershaw, C. A.; Blank, M. A.
Student and Educator Perceptions of the Impact of an Alternative School Structure.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Dropout Programs; *Educational Environment; *High Risk Students; High Schools; *Nontraditional Education; Outcomes of Education; Parent Student Relationship; *School Organization; Standards; *Student Attitudes; Teacher Expectations of Students; *Teacher Student Relationship
IDENTIFIERS- *Tennessee

Recent research suggests that special programs designed to "fix" low-achieving students are based on a deficiency model that does not serve their clients' needs. Alternative schools are providing conditions necessary to address disenfranchised students' problems. The descriptive case study summarized here was conducted to determine the perceptions of students, teachers, guidance counselors, and administrators regarding their experiences in an alternative school setting and to make comparisons with experiences in 10 traditional schools in a large Tennessee school system. Findings showed that students are assigned to the alternative school for varied reasons. The alternative school's smaller, supportive, more structured learning environment and close faculty/student relationships are perceived as positively influencing student performance. Students feel that guidance counselors' support and instruction strongly influences their anger and behavior. Perceptions differ concerning alternative-school course work difficulty, standards, and student outcomes. Alternative school teachers perceived their roles as different from traditional school teachers. While teachers are viewed as enhancing student progress, the majority of parents are perceived as impeding their children's progress. There is no consistent action plan for integrating alternative school students into their base school environments. Both types of schools must cooperate. Further findings are summarized. The report contains 33 references and 3 appendices with sample student and teacher interview forms. (MLH)

ED 360 730 EA 025 181

Keedy, John L.
Studying Principal Inner Realities and Their Practice: Building the EA Knowledge Base.
PUB DATE- Apr 93
NOTE- 117p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; Administrator

significant increase in spending. Finally, useful national data on achievement and other outcome measures are needed to evaluate educational status. Twelve tables and two charts are included. Appendices contain a description of methodology, statistical tables, definitions, and a list of other publications available from the Office of the State Auditor. (LMI)

ED 360 748 EA 025 204

Stefkovich, Jacqueline A., Ed.
Sourcebook of Restructuring Initiatives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Change; *Educational Innovation; Elementary Secondary Education; *National Programs; *Nontraditional Education; Organizational Change; *School Restructuring

This three-part sourcebook identifies school restructuring initiatives with a national scope and presents comprehensive information about them. Part 1 identifies and describes national restructuring programs (e.g., Coalition of Essential Schools, Learning Tomorrow, Success for All). Each program description provides an overview of the program as well as information on its purpose and goals, key features, intended audience or participants, available resources, funding sources and/or costs, and a contact person. The second part is devoted to national restructuring centers (e.g., Center for Leadership Reform, Center on Organization and Restructuring of Schools). Each of the descriptions contains an overview of the center, including its definition of restructuring, a statement of its mission and goals, and information on available resources and funding sources. In each case, a contact address and list of selected readings are also provided. Part 3 focuses on national restructuring agencies (e.g., Business Roundtable, Holmes Group, National Governors' Association) that have either sponsored projects and/or developed materials relevant to school restructuring efforts. Each entry contains an overview of the agency's restructuring effort and information on available materials, a contact source, and a list of selected readings. The appendix includes a list of regional educational laboratories. (LMI)

ED 360 749 EA 025 205

Meister, Gail R.
Help for New Teachers: Developmental Practices That Work.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

(DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- 92
NOTE- 96p.; Illustrated by Katherine VanHorne
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Clinical Diagnosis; Confidentiality; Coping; *Disclosure; Emotional Adjustment; *Family Problems; Fear; Interpersonal Communication; *Parent Child Relationship; *Social Bias; Social Discrimination; Special Health Problems
IDENTIFIERS- *Secrecy

This book addresses issues of secrecy and disclosure when a child or other family member has AIDS (Acquired Immune Deficiency Syndrome), and offers examples of how some families have resolved these issues. After an introduction which notes the involvement of many families with an AIDS-infected member, the first chapter addresses the common first reaction of parents to the AIDS diagnosis, which is not to tell anyone due to such factors as the unpredictable nature of the response, fears the child will disclose the diagnosis to others, and fears about discussing death with children. In the second chapter, quotes from parents illustrate the stresses and risks involved in keeping the diagnosis of AIDS a secret and points out benefits of disclosure. The ways that stigma and discrimination serve as barriers to disclosure are considered in the third chapter, and specific coping suggestions from parents are offered. The fourth chapter looks at the four phases of disclosure: (1) secrecy phase, (2) exploratory phase, (3) readiness phase, and (4) disclosure phase. The fifth chapter focuses on disclosing the diagnosis itself using vignettes to show how some families have accomplished this. (Contains 13 references and 16 suggested children's resources.) (DB)

ED 360 769 EC 302 341

Chen, Deborah; McCann, Mary Ellen
Eligiendo un Programa: Guia para los padres de infantes y pre-escolares con incapacidades visuales (Selecting a Program: A Guide for Parents of Infants & Preschoolers with Visual Impairments).
PUB DATE- 93
NOTE- 33p.; For the English version, see ED 357 530.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Translations (170)
DESCRIPTORS- *Blindness; Child Development; Decision Making; Educational Needs; Infants; Parent Participation; *Parent Role; *Parent School Relationship; Preschool Children; Preschool Education; Program Evaluation; *Selection; Teamwork; Transitional Programs; Values; *Visual Impairments
IDENTIFIERS- *Family Needs

Translated into Spanish, this booklet is intended for parents of infants and preschoolers with visual impairments or blindness. The guide focuses on the parent's role in selecting an appropriate program and helping the child make a positive transition into the program. The first section looks at mood, and sensitivity. These dimensions are loaded into three factors: task orientation, personal social flexibility, and reactivity. Findings indicated that the children with autism differed significantly on dimensions of temperament in a negative direction from children with mental retardation or normally developing children. (DB)

ED 360 788 EC 302 360

Ratekin, Cindy
Temperament in Children with Down Syndrome.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Child Development; *Developmental Stages; *Downs Syndrome; Elementary School Students; *Individual Differences; Infants; *Mother Attitudes; *Personality; Preschool Children; Preschool Education; Primary Education; Toddlers; Young Children

This study examined temperament characteristics in children with Down syndrome (n=191) when compared with normally developing children (n=388) matched according to broad developmental levels (infancy, toddlerhood, early childhood, and early school age). The study looked for: (1) possible differences in temperament between children with Down syndrome and normally developing children; (2) possible differences in temperament across the developmental levels of infancy, toddlerhood, preschool, and early childhood; and (3) possible differences in category placement based on condition, developmental level, and level of measurement differences. Mothers completed the Parent Temperament Questionnaire rating scale of child temperament. The study found that there are child condition and developmental influences on mothers' evaluations of children's temperament. Children with Down syndrome were considered more approachable, more soothable, more positive in mood, and less persistent than normally developing children. Differences in temperament associated with developmental level were also found. Placement among the categories of "easy," "difficult," or "moderate" varied as a function of comparison group. Eight attached tables detail study findings. (DB)

ED 360 789 EC 302 361

Johnson, David R.; And Others
Exemplary Programs for Persons with Disabilities in Transition, Supported Employment, and Parent-Professional Collaboration.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- May 93
NOTE- 48p.; The programs were evaluated and selected as exemplary by the North Central Regional Information Exchange.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adults; *Agency Cooperation; Delivery Systems; *Disabilities; Federal Programs; High Schools; Information Dissemination; Models; *Parent Participation; Parents as Teachers; Program Descriptions; Program Development; Regional Programs; *Supported Employment; Teamwork; *Transitional Programs

Hettinga, Claudia A.-M.
Persons with Mental Retardation in the Netherlands: An Outline Focusing on Employment Possibilities and Education. Educational and Psychological Interactions, No. 114.
PUB DATE- Feb 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment Opportunities; Foreign Countries; Job Placement; Job Training; *Labor Market; *Mental Retardation; *School Role; Secondary Education; Social Services; Special Schools; *Vocational Education
IDENTIFIERS- *Netherlands

This paper reports an investigation of the situation of employment in the Netherlands for individuals with mental retardation and discusses the function of schools in preparing students for the labor market. Background information on special schools for students with mental retardation is provided, focusing on vocational preparation of students. The role of Social Pedagogical Services in providing placement assistance and advice is explained. Regulations are cited, and the role of several organizations working to stimulate the employment of people with mental handicaps is examined. Two case examples are provided, one describing a school for special secondary education in Amsterdam and the other describing a mediation agency in Rotterdam which mediates between pupils who have finished special education and the labor market. The paper concludes that the creation of regulations to stimulate labor market participation of this population is a positive development, but an obstacle exists in that employees at sheltered workshops often earn more money than colleagues with mental handicaps in the open labor market. (Contains approximately 45 references and a bibliography of approximately 20 related publications.) (JDD)

ED 360 808 EC 302 390

Josephson, Jean Attridge; Moore, William
Lowering the Age of Identification: Oregon's Design and Preliminary Results.
PUB DATE- Mar 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- At Risk Persons; *Deafness; *Handicap Identification; *Hearing Impairments; Infants; Program Development; *Screening Tests; *State Programs; Statewide Planning; Toddlers
IDENTIFIERS- *Early Identification; *Oregon

This newsletter article describes early identification of children who have hearing impairments in Oregon. Oregon was selected to demonstrate a model system for early identification that had been developed in Utah. A new birth certificate was designed, which enabled the Oregon Health Division to screen for risk factors for hearing loss. A statewide advisory committee helped project staff in determining hearing screening protocols, payment systems, referral systems and sources, and information to be sent to parents and physicians. Hospital records staff and public health nurses were trained on the new information included in the birth certificate. Community education activities were also conducted. When at-risk babies

Uncommonly Taught Languages; Writing Tests; Written Language
IDENTIFIERS- ACTFL Proficiency Guidelines

The Arabic Proficiency Test (APT), developed in 1991-92, is described and details of its scoring are outlined. The APT is designed to measure general proficiency in literary Arabic in reading and writing, and in listening and production of standard spoken Arabic. Its proficiency rating scale corresponds to the American Council on the Teaching of Foreign Languages' proficiency guidelines. The test consists of three booklets (listening/reading comprehension, writing, and speaking) and is available in two forms. The listening and reading comprehension test contains multiple choice items on a variety of recorded and printed texts. The writing section consists of tasks ranging from writing out short notes and filling out simple forms to letter-writing and original composition. Spelling, punctuation, length, appropriate vocabulary and grammar usage, clarity, organization, and coherence are measured. The speaking test requires oral responses appropriate to specific speaking tasks. Field testing involved a total of 144 examinees. Scoring of the reading/listening comprehension test is done manually with scoring key sheets, and involves assigning numerical scores according to specific guidelines, which are provided here. Scoring tables for school placement purposes are also provided. Plans for establishment of national norms are described, and instruction for ordering tests are included. (MSE)

ED 360 828 FL 021 376

Brecht, Richard D.; And Others
Predictors of Foreign Language Gain during Study Abroad. NFLC Occasional Papers.
PUB DATE- 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; College Students; Graduate Students; Grammar; Higher Education; *Language Proficiency; *Language Skills; Predictor Variables; Reading Skills; Second Language Learning; *Second Languages; Sex Differences; Student Characteristics; *Study Abroad

A large-scale statistical study of the predictors of language gain during study abroad is reported. Subjects were 658 American college and graduate students in the Soviet Union between spring 1984 and spring 1990. Variables examined included student characteristics (age, gender, citizenship, country of birth, place and levels of formal education, highest degree taken, major, prior Russian and other second language training and experience, program type, overseas host institution) and a variety of language measures (proficiency tests, program qualifying exams, learning style or aptitude data). Statistical procedures used are outlined, and results are charted and discussed. It was found that certain student characteristics were predictive of language gains abroad, including gender, experience in learning other foreign languages, and command of grammar and reading skills. Implications are seen for student preparation and selection, in-country program design, and second-language instruction in general. A brief bibliography and author notes are included. (MSE)

ED 360 829 FL 021 379

(2) content and structure of recalls; (3) relationship between recall and meaning-making strategies; (4) differences in ways of measuring structure awareness for different text structure types; (5) differences in quantitative and qualitative analyses of reading recall protocols as a difference in text structure; and (6) relationship between quantity of recall and structure awareness. Subjects were 13 college students of beginning Arabic as a second language. They were given two reading passages and administered measures of envisionment, of comprehension based on recall, and of awareness of text structure in both the texts and a written recall protocol. Most subjects also participated in an informal group interview. Five major findings emerged. First, quantity of information recalled varied by text structure type, with the expository text more difficult for students than the narrative. Second, quality of information recalled did not differ according to text structure. Third, student abilities to use good meaning-making strategies affected comprehension of both text types. Fourth, two types of awareness measurement (use in recall, recognition in response) did not detect text structure awareness differently. Fifth, different data gathering procedures elicited different knowledge and understanding. Contains 30 references. (MSE)

ED 360 851   FL 021 430

Aweiss, Salem
Verbal Protocol Data as a Reliable Source of Information about Reading Behavior and Cognitive Processes: The Case of Reading Arabic as a Foreign Language.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arabic; Behavior Patterns; *Cognitive Processes; College Students; Data Collection; Higher Education; Introductory Courses; Protocol Analysis; *Reading Skills; *Reading Strategies; Research Methodology; *Second Languages; *Text Structure; Time Factors (Learning); Uncommonly Taught Languages

This study investigated the kinds of knowledge and strategies beginning second-language readers used when reading texts to build their own consistent patterns of meaning and experience. Specifically, it looked at how readers' knowledge grew, where their ideas originated, and when and how their ideas were used. Subjects were five college students of Arabic, who were instructed in the think-aloud procedure and who then read four informative texts with varying text structures, styles, and subjects, thinking aloud as they read. Subject comments were categorized by reasoning operation and by monitoring concerns occurring during reading. Three additional analyses examined strategies used in meaning development, knowledge source used in making meaning, and timing of the comment in relation to the reading experience. Results indicate that subjects' primary concern during reading was with meanings they were developing, by using hypothesizing and schemata, formulating and refining ideas, focusing on specific content, and validating the text-model or text-world being developed. Behavior patterns differed somewhat at different points in the reading process, with more questioning and hypothesizing at the beginning and more knowledge use later. Behaviors generally focused on awareness rather than use. Meaning-construction strategies were consistent across texts. Contains 28 references. (MSE)

Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p61-87; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Behavior Patterns; *Bilingual Education; Elementary School Students; Elementary School Teachers; Grade 1; Grade 2; Grade 3; *Instructional Effectiveness; *Language Role; *Limited English Speaking; Parent Attitudes; Primary Education; Surveys; Teacher Characteristics; *Teacher Effectiveness

A study consisting of two parts is reported. The first investigated the extent to which effective-teacher characteristics discussed in the literature were considered by parents and administrators to be salient in bilingual education. The second examined the extent to which students exhibited behavior suggesting they had received effective practices identified in the research literature. Fifteen parents and seven administrators of elementary school bilingual education programs completed questionnaires to identify characteristics of effective teachers. Following classification of teachers as effective, six limited-English-proficient (LEP) students from classrooms of two effective teachers and eight LEP students from four regular, non-bilingual classes were observed. All classes were in grades 1-3. Results indicate that parents and administrators recognize the need for teachers to be aware of children's cultural differences, but none mentioned the unique, effective instructional features cited in the research literature or the recommended early childhood practices. The study findings illustrate student behaviors and language patterns present in both classroom types and behaviors predominant in the effective bilingual classrooms (more involvement behavior, social interaction, native language use). However, these behaviors and patterns did not correspond entirely to recommendations in the literature. (MSE)

ED 360 870 FL 021 462

McCarty, T. L.
Creating Conditions for Positive Change: Case Studies in American Indian Education.
PUB DATE- 93
NOTE- 11p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p89-97; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indians; *Bilingual Education; Case Studies; Change Strategies; Comparative Analysis; *Cooperative Learning; *Educational Change; Educational Improvement; Elementary Secondary Education; Ethnography; Followup Studies; *Instructional Innovation; Outcomes of Education; *Whole Language Approach
IDENTIFIERS- *Navajo (Nation)

A study investigated factors supporting innovation in American Indian education by comparing data from two separate studies. One was a followup study of 25 Indian educators' implementation of cooperative learning and whole language techniques, which sought to identify: (1) the impact of the innovations on student achievement; and (2) factors that enable or constrain

Planning; *Trend Analysis
IDENTIFIERS- *Minnesota

This paper examines the history of Minnesota's policies in higher education from the end of World War II to the present with emphasis on policies concerning coordination and governance. The paper summarizes decisions and recommendations and analyzes trends to gauge their effects and effectiveness over this time period. The paper begins with a brief overview of the three "eras" that characterize the direction of state policy. The campus era of 1946-1962 saw policy focused at the campus level and each campus operated as an independent entrepreneur. In the system era (1963-1983) authority for decisions and actions became concentrated more in the state governing boards and coordinating boards. The legislative era (1983 to the present) saw deeper legislative involvement in higher education policy on issues such as funding, enrollments, and access versus quality. Following the first section is an analysis of the historical trends and a discussion of possible alternative directions. The third section is a listing of policy recommendations and decisions since 1946. Each entry indicates the year and whether the legislature took action on the recommendation. The recommendations are grouped under statewide planning and cooperation, mission, structure, access, quality, funding and financial aid, and linkages with elementary and secondary education. (JB)

ED 360 889 HE 026 621

McLachlan, J. E.; Wood, V.
International Collaboration on the Evaluation of Lecturing Techniques.
PUB DATE- 18 Aug 93
NOTE- 19p.; Paper presented at the EAIR Annual Forum: Higher Education in a Changing Environment: Regional, National and Trans-National Issues (15th, Turku, Finland, August 15-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; Comparative Education; Evaluation Methods; Foreign Countries; Higher Education; *Intercollegiate Cooperation; International Cooperation; *Lecture Method; Questionnaires; *Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *Catholic University of Louvain (Belgium); *Napier College (Scotland)

The Napier University Business School, Edinburgh, Scotland and the Katholieke Universiteit, Leuven, Belgium embarked on a 3-year collaborative research project to evaluate lecturing techniques at Napier and to compare the results of the evaluation at Napier with those achieved at Leuven. Leuven had developed the EVADOC Questionnaire to monitor lecture method teaching quality in the 1970s. This questionnaire focuses on clarification of instructional aims and objectives, recognition of students' backgrounds, preparation (content, explanation, media), interaction, and evaluation of assessment. These are combined with student perceptions of teachers' directing, organizing, communication, stimulating, and motivating behaviors. During the pilot year at Napier eight lecturers took part in the study and distributed the questionnaire to their students. The completed answer sheets were then sent to Leuven for analysis. Results confirmed the validity of the projections model for student enrollment that satisfies the need for information for budget projections and for planning purposes. CLC is a medium-sized suburban community college located north of Chicago. The Enrollment Management Team was asked to create a process to project enrollments for the 3-year planning cycle, fiscal years 1992 through 1994. The process was to provide a rationale for capital requests to the state, to aid in developing schedules and in forecasting the need for staffing, and to project future revenue. The team developed an environmental scanning process to gather data and watch trends. The team chose seats taken and credit hours by discipline as a unit of analysis for projecting enrollments. They then created spreadsheets containing historical midterm enrollment numbers of seats taken and credit hours generated for each discipline and the estimated historical and projected population of the district to which they applied the Microsoft Excel "TREND" function. The results were distributed to associate deans for evaluation and feedback. With finalized projections from the deans the Office of Institutional Research and Planning prepared the final enrollment report. The process took 4 weeks. (JB)

ED 360 908 HE 026 645

Stanley, Elizabeth C.; Adams, Jean W.
Analyzing Administrative Costs and Structures. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Administrators; *College Administration; *Comparative Analysis; Costs; Higher Education; *Peer Institutions; Research Universities; Trend Analysis
IDENTIFIERS- *AIR Forum; *Iowa State University

A study of administrative growth and expenditures at Iowa State University (ISU) included comparisons with a group of 10 comparable universities for variables of administrative efficiency including administrative structures, administrative costs, administrative salaries, and administrative intensity. The comparison group of institutions was made up of land grant universities, all major research institutions considered reasonably comparable to ISU in enrollment mix, programs, and faculty. In administrative structures the study found considerable variation among institutions in numbers and titles of upper-level administrative positions. Comparison of administrative costs and salaries found that those at ISU are similar to or below those of peer universities and that ISU's administrative costs, as a share of general funds or of general and sponsored funds, have been relatively constant, even when adjusted for inflation. The study also found substantial variation among the universities in the percentage of expenditures that may be attributable to administration, and strong evidence of economies of scale. Findings from the study of administrative intensity also provided information about the distribution of administrative salaries among central administrative units, college or mid-level administrative units, and academic department or other operating units.

DESCRIPTORS- College Outcomes Assessment; College Programs; College Students; *Data Collection; Evaluation Methods; Higher Education; Institutional Research; Outcomes of Education; *Program Effectiveness; *Student Reaction; *Study Abroad; *Surveys; Undergraduate Study
IDENTIFIERS- *AIR Forum; *Saint Marys College IN

Study-abroad programs are among the many academic programs being evaluated in the assessment of colleges and universities. One evaluative tool is the survey of students who participate in these programs. This paper discusses the use of such surveys by St. Mary's College (Indiana) during the past decade to gather information regarding program strengths and weaknesses and assess the impact of the study abroad program on participants. Statistical data are presented showing what St. Mary's College has learned about its study-abroad program and student needs over the years. These data were collected not only from student surveys of those completing their study-abroad programs, but also routinely from incoming freshmen as well as from outcome measures administered during and after the college experience. While the surveys provide compelling evidence of the immediate effects of these programs, long-term effects were found to be more difficult to determine. Part of the value in assessing these programs has been enhancing the school's ability to make program changes and modifying the program experience and student preparation to achieve greater positive impacts. (Contains nine references.) (GLR)

ED 360 926 HE 026 664

Maassen, Peter A. M.; Bergman, Maia I.
Cross National Comparison of the Attributes of Doctoral Education: Methodological Aspects for Institutional Researchers. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Comparative Education; *Doctoral Programs; *Educational Quality; Foreign Countries; Graduate Study; Higher Education; *Institutional Research; Research Methodology; Teacher Placement; Teacher Recruitment
IDENTIFIERS- *AIR Forum; Netherlands

Given the growing need to look across national borders in order to be prepared for global challenges confronting higher education in the coming decades, it can be expected that institutional administrators in the U.S. and other western countries will need information on the quality and efficiency of their activities, including an international comparative perspective. This paper discusses the methodological and structural problems institutional researchers confront when trying to compare the attributes and quality of activities across institutions of higher education in various countries. The comparison of the efficiency and quality of doctoral education is used as an example. The paper defines the attributes of doctoral education as found in the Netherlands and the United States. Similarities and differences across the two nations are discussed and particular attention is given to methodological and structural problems that arise for

*Research Problems; *Teacher Attitudes
IDENTIFIERS- *Australia

A group of 56 randomly selected members of the International Council for Distance Education who were based in Australia were surveyed regarding their opinions on distance education research priorities for Australia. A five-page questionnaire was used to gather biographical details about respondents and opinions regarding available level of research information, areas of distance education needing priority research attention, and problems encountered in research in distance education. Of the 56 questionnaires mailed in Australia, 36 (64 percent) were returned. Seventeen respondents had taken distance education courses at some time. The following were rated as areas of distance education about which little research information is available: discipline-based context, cost-benefit analysis, relationship between open learning and distance education, industrial and business training context, and role of distance education in national development. Respondents believed that more research is needed on virtually every aspect of distance education. The following areas were mentioned as requiring priority research attention: instructional and communications technology, industrial and business training context, role of distance education in national development, student support services, evaluation, and equity and access. Time allocation, funding, and professional advice were the three most frequently mentioned research problems. (Contains 15 references.) (MN)

ED 360 476 CE 064 056

Jegede, Olugbemiro J.; Kirkwood, Jannette
Students' Anxiety in Learning through Distance Education.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Anxiety; *College Students; Demography; *Distance Education; Foreign Countries; Higher Education; Pretests Posttests; *School Attitudes; School Surveys; *Student Attitudes; *Student School Relationship
IDENTIFIERS- University of Southern Queensland (Australia)

Student anxiety in learning through distance education was measured using a modified version of the Docking's Affect Adjective Checklist and a student opinionnaire on factors affecting distance learning. The instruments were completed by 222 University of Southern Queensland (Australia) students enrolled in distance education. The instruments were administered both before and after the semester. The responses were subjected to statistical analysis by the t-test and analysis of variance techniques. The students exhibited a high anxiety level (a sample mean of 19 out of a possible 23) and were generally more anxious about their studies after the semester than before it (a sample mean of 21 out of a possible 23). On the other hand, students' negative feelings toward the top three factors affecting distance learning (content of study materials, finance, and readiness) decreased significantly at the end of the semester. Gender, age, marital status, and course of study were not significantly related to students' anxiety about distance education. However, a significant increase was noticed for the factor of time between the students' pre-semester and post-semester opinions, while some increase was noted for the factors of employment, family support, and "other" (health-related). It may be that while the

IDENTIFIERS- *France; Germany

The structural problems present in vocational education in France and reform efforts under way to solve them were studied. Eighteen experts from government, science, and industry were interviewed, and statistics and other relevant publications were analyzed. The development of the French initial training system was outlined, and trends in demography, education, and employment as a platform for vocational training reform in France in the 1980s were examined. The educational policy debate on reform of the vocational education system and related state measures to improve the levels of general and vocational education, reduce the number of school dropouts, and increase the number of vocational baccalaureate holders were outlined along with efforts to restructure vocational education certificates and transitions within the education system. Efforts to strengthen the links between the vocational secondary schools and industry, upgrade industrial apprentice training, help integrate youth into working life, and develop new forms of state intervention within the vocational training system were examined. The analysis indicated that, despite their apparent convergence in recent years, the differences between the French and German vocational education systems are too great to permit successful assimilation of the German model in France in the foreseeable future. (Contains 40 references.) (MN)

ED 360 496 CE 064 150

Bernes, Kerry
A Quasi Meta-Analysis of Youth and Career Research Methodologies.
PUB DATE- 27 Jul 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Education; *Career Planning; *Educational Research; Ethnography; Foreign Countries; *Meta Analysis; Methods Research; Postsecondary Education; *Research Methodology; Research Needs; Secondary Education; *Youth

A quasi meta-analysis approach was used to examine the research methodologies used to study issues related to youth (ages 13-25) and careers. Psychlit, ERIC, Dissertation Abstracts, and four journals were searched to identify articles for the study. A total of 67 articles from 18 different sources were analyzed. Eighty-seven percent were from journals, and the remaining 13 percent were found in dissertations, theses, unpublished papers, and a textbook. All articles were classified by year of publication, gender of author(s), author affiliation/title, location of study, and methodology. Sources were classified as using one of the following methodologies: historical, philosophical, ethnographic, case study, survey, comparative experimental, or quasi-experimental. No articles that could be classified as reflecting an ethnographic approach could be found, and none of the sources classified as historical provided more than a 20-year review. Most of the historical studies centered around Super's "work within a life" concept. Researchers in the field of youth and careers were found to be very strong in their use of philosophical, case study, survey, comparative experimental, and quasi-experimental methods. Canadians appear to be rather underrepresented in the quantity of studies conducted; and the eastern United States appears to dominate the field. More qualitative research in general and more longitudinal studies in particular were called for. (MN) hired program participants in the form of reduced training times for individuals who became employed in jobs related to their training. A comparison of participants' labor market outcomes to those for a comparable group suggested that the ODOE-funded adult, job-specific training programs resulted in higher labor force participation for men and higher wages for women. (Appendixes include sample interview forms and survey questionnaires.) (YLB)

ED 360 515 CE 064 234

Bridging the Gap. Workplace Literacy for Developmentally Disabled Adults. A Section 353 Demonstration Project, Pinellas County Schools.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Competency Based Education; Curriculum Development; *Developmental Disabilities; Educational Objectives; Employment Potential; Functional Literacy; Job Skills; *Learning Activities; *Literacy Education; On the Job Training; *Supported Employment
IDENTIFIERS- 353 Project; *Workplace Literacy

This manual provides a detailed description of the components of Bridging the Gap (BTG), a unique model of workplace training and support for developmentally disabled adults. It discusses how it was implemented and presents a curriculum outline with sample learning activities. The first section describes the interagency cooperation that made the program successful and the agreements that were developed and provided the necessary support and sharing of resources for implementation of BTG. The next section details the supported competitive employment instructional model and presents the complete framework for the course, Competitive Supportive Employment, including suggested student performance standards. Literacy audits are also discussed, and examples of two different literacy audits are provided. The major portion of the manual consists of the instructional goals and learning objectives that were developed for use in adult basic education classes targeted to supported employees. A learning activity provided for each objective includes materials needed, materials preparation, procedure, and any additional materials. These activities demonstrate how functional academic skills can enhance instruction of job-specific and job-related skills that are needed for successful job performance. Other contents include interpersonal relationships objectives and information on parent workshops. (YLB)

ED 360 516 CE 064 240

Gender Equity and the Year 2000. WEEA Digest.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Mar 91
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Conferences; Educational Legislation; Educational

Education (ED), Washington, DC.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- Dec 90
NOTE- 27p.; For other teacher's guides in this series, see CE 064 301-306.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; *Education Work Relationship; Job Skills; *Mathematical Applications; *Mathematics Instruction; Occupational Information; Postsecondary Education; Skill Development; Teaching Guides; *Veterinary Assistants

This module presents a real-world context in which mathematics skills are used as part of a daily routine. The context is the field of veterinary technology, and the module aims to help students understand the significance of being able to convert from one system of measurement to a different system, and of making accurate calculations when working with fractions and decimals. Materials in the module, most of which are designed for the teacher to duplicate and distribute to students, include the following: (1) information on careers in the field of veterinary technology; (2) a task to be performed with information needed for the task; (3) related problems; and (4) answer key for related problems. (KC)

ED 360 535 CE 064 308

Wallace, Johnny M.
Introduction to Technologies. Preparing Students for Mid-Level Technology Careers. Teacher's Guide.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Sep 90
NOTE- 468p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; Course Content; Daily Living Skills; Educational Trends; *Education Work Relationship; *Employment Opportunities; Entrepreneurship; *Futures (of Society); High Schools; High School Students; Job Search Methods; Job Skills; Learning Activities; Self Actualization; Study Skills; Teaching Methods; *Technology Education; Units of Study

This curriculum guide contains materials for a 1-semester high school course designed to introduce students at the 9th or 10th grade level to technology in the workplace. The course gives students hands-on experiences, knowledge about changes in the workplace, and exploration of career opportunities associated with those changes. The nine units of the course cover the following topics: (1) the changing world of work; (2) personal inventory; (3) midlevel technology careers; (4) self-esteem; (5) job searching skills; (6) life skills; (7) making college study a reachable goal; (8) entrepreneurship; and (9) study skills. Three appendixes contain a list of resources, handouts for the activities in the course, and background articles and documents. Units consist of information sheets, student activities, checklists, quizzes, and answer keys. (KC)

ED 360 536 CE 064 311

Sacramento.
PUB DATE- 25 Jun 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Vocational Education; *Dislocated Workers; *Educational Benefits; Education Work Relationship; Employment Patterns; *Employment Programs; *Job Training; Program Effectiveness; Program Evaluation; Rewards; *State Programs; Statewide Planning; *Unemployment; Wages
IDENTIFIERS- *California Employment Training Panel

Earnings and unemployment data from the California Employment Development Department and the California Employment Training Panel (ETP) Program records were used to analyze the effects of ETP. Earnings, weeks of unemployment, and unemployment insurance payments were measured in the year before and after training of ETP trainees who enrolled between January 1983 and December 1985. The experiences of both dropouts and completers were compared to assess the impact of ETP training and earnings while controlling for demographic and programmatic differences. Estimated effects of ETP on earnings were used to project impact of the ETP program on the California economy for 1 year and for longer periods. Findings indicated the following: (1) ETP training had a significant impact on the earnings of and reduced the likelihood of unemployment for both new hires and retraining completers; (2) ETP appeared to have a larger impact on earnings than traditional postsecondary vocational training offered in community colleges and proprietary institutions, Greater Avenues to Independence (GAIN) services, Job Training Partnership Act Title IIA, or other state displaced workers programs; and (3) the program had a substantial impact on California's economy beyond the increased earnings of participants. Stringent performance standards, policies to increase completion rates, targeting strategies, and impact studies were recommended. (Appendixes include 21 references, regression analysis of unadjusted earnings, and multipliers.) (YLB)

ED 360 554 CE 064 347

Ukaga, Okechukwu M.
Impact of Florida A&M University (FAMU) and USDA Farmers Home Administration (FmHA) Education on African-American Farmers.
PUB DATE- May 93
NOTE- 10p.; Paper presented at the African American Pre-Conference of the Adult Education Research Conference (University Park, PA, May 20-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Farmer Education; *Blacks; Cost Effectiveness; *Educational Benefits; Educational Research; *Extension Education; Farm Accounts; Farmers; *Farm Management; Farm Visits
IDENTIFIERS- African Americans; *Farmers Home Administration; Florida; *Florida A and M University

The financial status of the African-American participants in a management education program designed for minority farm operators was assessed. The study also examined the methods/means by which the Florida A&M University and Farmers Home Administration Technical and Managerial Assistance Project personnel provided education and assistance to the clientele. A

(N=92) high school students in general education (N=108), special education (N=41), and an alternative high school program (N=75) were examined. Students completed the Career Decision Scale, the Occupational Self-Efficacy Scale (modified version), the Career Decision Making Self-Efficacy Scale (modified version), and a background questionnaire. Gender based differences were found in relation to the occupations considered and self-efficacy estimates. Males reported lower career self-efficacy estimates and restricted consideration of cross-gender options as compared to females. Results also indicated that students in general education reported greater self-efficacy expectations compared to special education or alternative education students. Stepwise multiple regression analyses with employment consideration of gender biased occupations and career decidedness as the dependent variables yielded results that varied by educational placement. (Author/NB)

ED 360 573 CG 024 950

Heck, Edward J.; And Others
Problem Drinking Screening in College Students Using the CAGE.
PUB DATE- Aug 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; Alcoholism; *College Students; *Drinking; Higher Education; Identification; *Screening Tests; *Student Attitudes; *Student Behavior; Test Use
IDENTIFIERS- *CAGE (Screening Test)

The CAGE instrument is a 4-item questionnaire used for routine and rapid screening of alcohol problems. The term "CAGE" is an acronym with each letter representing one of the four items that comprise the instrument. A positive endorsement of two or more items is considered to be the threshold score, indicating the possibility of a drinking problem. The CAGE has demonstrated a high degree of accuracy in identifying alcoholism and excessive drinking in adults. The CAGE has been recommended as a screening test that is useful in identifying college students whose alcohol use may warrant further investigation. Two studies were conducted to examine the validity of the CAGE as a screening instrument for detecting problem drinking in a college student population. The two studies were conducted at a large midwestern university in 1988 and 1992. The 1988 sample consisted of 508 student drinkers, 69 of whom were identified as problem drinkers, 204 of whom were identified as normal drinkers, and 235 of whom fell between these two groups. The 1992 sample consisted of 444 student drinkers, 41 of whom were identified as problem drinkers, 197 of whom were identified as normal drinkers, and 206 of whom fell between these two groups. Sensitivity, specificity, and positive predictive values were calculated for all CAGE cutoff scores. Based on calculations from both studies, the CAGE is not recommended for problem drinking screening with college students of either gender. (NB)

ED 360 574 CG 024 951

Lichtenberg, James W.; And Others
Sexual Coercion and Aggression on Campus: Characteristics of

their efforts to create a drug-free America. The guide is divided into four major sections. The first section lists prevention materials. For each entry, information is provided on the organization, publication date, format, length, context, topic, mode of delivery, target audience, setting, readability, and availability of the material, as well as a brief description of its content. The second section lists 14 curricula that contain a no-use message; consist of at least 25% alcohol and other drug use prevention material; make clear that the use of illicit drugs is harmful and that young people are responsible for their own decisions; use no illustrations that could teach users how to obtain, prepare, or ingest drugs; are scientifically accurate; are appropriate for the developmental age of students; reflect an understanding of the target group's culture; do not use recovering addicts as role models; are school-based; and are available to the general public. The third section lists eight government publications and journals and three other publications. The final section of the guide lists names, addresses, and telephone numbers of 30 relevant groups, organizations, and programs on curriculum. (NB)

ED 360 593   CG 024 974

Drug-Free Schools & Communities: Program Planning Guidelines & Community Inventory.
PUB DATE- 91
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; *Community Programs; Drug Abuse; *Drug Education; Elementary Secondary Education; Planning; *Prevention; *Program Development; *School Community Relationship
IDENTIFIERS- *Drug Free Schools; Montana

This book is designed to provide Montana communities with the most current research-based information available concerning drug and alcohol prevention/education program planning. It also provides a concise overview of the programs being conducted in various Montana communities. It is intended for use as a resource manual, to provide readers with ideas concerning curriculum development, other student programs, parental programs, and community-based programs, and to inform them about what is working in other communities. Following the introduction, a conceptual framework for planning is provided. The next section considers a leadership role for schools in building the partnership among school, law enforcement, and the community. Other sections focus on targeting prevention and intervention strategies; community- and school-based program strategies; the intervention plan; school policy; program support; key risk factors influencing behavior at five stages of development; monitoring progress and evaluating outcomes; and Montana sources of drug and alcohol prevention information. The major portion of this report consists of an inventory of school-community drug prevention programs in Montana. Included are 310 organizational listings in 163 communities. Data are provided about prevention programs in 257 school districts, 8 consortia, 7 non-public school systems, 23 service organizations, 25 Drug Abuse Resistance Education (DARE) programs, 41 community organizations, and several state and regional programs. (NB) levels. Chapter 7 concentrates on the degree and duration of drug highs. Chapter 8 explores attitudes and beliefs about drugs and chapter 9 considers the social milieu. Other findings from the study, including findings on the use of nonprescription stimulants and the use of marijuana on a daily basis are presented in chapter 10. Prevalence and trend estimates adjusted for absentees and dropouts are appended. Thirty-four tables and 36 figures are included. (NB)

ED 360 612 CS 011 364

Baumann, James F.; And Others
Monitoring Reading Comprehension by Thinking Aloud. Instructional Resource No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Elementary School Students; Instructional Effectiveness; Lesson Plans; *Metacognition; Program Descriptions; Protocol Analysis; *Reading Comprehension; *Reading Instruction; Reading Strategies
IDENTIFIERS- *Think Aloud Program

A think-aloud instructional program was developed to help students acquire the ability to monitor their reading comprehension and to employ various strategies to deal with comprehension breakdowns. Several research studies indicate that comprehension monitoring abilities discriminate successful readers from less successful ones and that think-aloud instruction is superior to directed reading activity. Clark Canine, Super Reporter, a play on the Superman character, appears through the 10 lessons of the instructional program. Students are taught to see the role of the reader (one who interviews writers) as analogous to the role of a reporter (one who interviews people). Each of the lessons has three phases: an introduction consisting of an overview and verbal explanation of the strategy; a teacher modeling segment; and a guided application and independent practice period. The 10 lessons are: self questioning; sources of information; think-aloud introduction; think-aloud review; predicting, reading, and verifying; understanding unstated information; retelling a story; rereading and reading on; and two lessons involving think aloud/comprehension monitoring application. The instructional program can be modified or adapted in various ways in classrooms other than regular reading classrooms. Think alouds provide teachers an effective, useful, and flexible technique for helping students acquire control over their comprehension processing of written texts. (A figure of the Clark Canine character and a table listing lesson content are included; 28 references are attached.) (RS)

ED 360 613 CS 011 365

Elley, Warwick B.
How in the World Do Students Read? IEA Study of Reading Literacy.
PUB DATE- Jul 92
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030),Books (010)
DESCRIPTORS- Anthologies; Authors; *Childrens Literature; Elementary Secondary Education; *Recreational Reading; *Short Stories
IDENTIFIERS- Historical Background

Intended as a survey of the children's short story and aimed especially at parents and education professionals, this anthology provides insight into the historical development of the short story for children, showing how the perception of childhood and changing attitudes have influenced writers of different periods. The anthology is chronologically arranged and contains works by 44 different authors who have written over the past 250 years. The anthology includes stories by such well-known authors as Louisa May Alcott, Christina Rosetti, Rudyard Kipling, Max Beerbohm, and Carl Sandburg as well as such leading modern writers as Philippa Pearce, Richard Kennedy, Nadia Wheatley, and Jan Mark. (SR)

ED 360 633 CS 213 960

O'Leary, Maureen E.
A Voice of One's Own: Born, Achieved, or Thrust upon One?
PUB DATE- Mar 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Expression; Higher Education; Literary Styles; Student Needs; Undergraduate Students; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Composition Theory; Personal Writing; *Voice (Rhetoric); *Writing Style

As Langston Hughes' poem, "Theme for English B" recognizes, it is difficult for beginning writing students to develop a writing voice that is personal, yet expresses an awareness of context and community. Each writer/student potentially has three voices: (1) the voice students are born to, which reflects socio-economic and cultural background, ethnicity, race, and gender; (2) the voice students find thrust upon them as they become members of specific discourse communities; and (3) the voice students achieve through the process of education and academic practice. A writing teacher can help students through the developmental stages necessary to acquire a personal writing voice by calling attention to the link between voice and identity and by exploring the difference between public and private identities and voices. Examining the distorting, developing, squelching, humiliating, and exhilarating process of being educated that students are currently undergoing enables students to talk about the struggle to mediate between what they were born with or into and what they had thrust upon them. Talking to themselves and to their past selves, to each other, and to the instructor encourages students to see the development of a personal voice as a process, not an end. Instructors need to remind students that their voices, like their identities, are fluid, complex, and multiple. (SAM)

ED 360 634 CS 213 962

in Philadelphia or London. However, the Puritans allowed the press at Harvard College, which they controlled, to publish other opposition pieces. Although historians sometimes jump to the conclusion that the Puritans had no interest in free expression, the Puritans' printed works show toleration and encouragement of free speech and free press within certain limits. So long as free speech did not abridge religion, free expression was both a treasure and a prize, a tool for learning and a means of debate. (Sixty-seven notes are included.) (RS)

ED 360 652 CS 213 987

Rice, Ruth
English Teacher's Book of Instant Word Games.
PUB DATE- 92
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Games; *English; *English Instruction; Grammar; Language Usage; Literary Devices; Pronunciation; Punctuation; Secondary Education; Secondary School Students; Spelling; Vocabulary Development
IDENTIFIERS- *Word Games

Presenting over 200 ready-to-use word games, this book introduces secondary English students of all ability levels to the joy of word play while they practice and review a wide variety of skills, including vocabulary, punctuation, word origins, spelling and pronunciation, grammar and usage, and literary devices. Many of the 5- to 15-minute word games in the book offer self-checking features to help students work independently, and complete answer keys are provided for the teacher. The activities in the book are divided into seven sections: (1) Development of the English Language (42 activities highlight the development of English, including Latin and Greek influences); (2) Grammar and Usage (32 activities help build skills in parts of speech, sentence construction and more); (3) Punctuation (13 activities illustrate the uses of punctuation marks); (4) Spelling and Pronunciation (36 activities help students learn spelling rules and their exceptions, and teach about synonyms, homonyms, anagrams, and more); (5) Names of People, Places, and Things (17 activities make it fun for students to investigate the origins of surnames, place names, and brand names); (6) Language as an Art Form (22 activities teach literary techniques and devices including figures of speech, symbolism, onomatopeia, allusions, rhyme and rhythm, malapropisms, oxymorons, and euphemisms); and (7) Miscellaneous Word Games (41 activities play with double meanings, idioms, and other features of the language, or tie into holiday and special events). (RS)

ED 360 653 CS 508 216

Dick, Robert C.; Robinson, Brenda M.
Oral English Proficiency Requirements for ITAs in U.S. Colleges and Universities: An Issue in Speech Communication.
PUB DATE- Jul 93
NOTE- 24p.; Paper presented at the Biennial Convention of the World Communication Association (Pretoria, South Africa, July 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

communication style inventory about the instructors. Correlations between individual communication competency skills and student evaluation of the instructors were computed. Results indicated that: (1) supportiveness and empathy were correlated with instructors respecting students as persons; (2) altercentrism (being interested and responsive to the thought and ideas of others) showed a strong relationship with all instructor evaluation items; (3) as a communication competency, assertiveness had the weakest relationship with the instructor evaluation scale; and (4) the relationship between instructor evaluation items and the skills of social relaxation, interaction management, and self-disclosure ranged from weak to moderate. Findings suggest that empathy and supportiveness are essential ingredients in interpersonal communication competency, but that self-disclosure (supported by a large number of existing studies) and assertiveness are not as important. (Three tables of data are included; 17 references, the student evaluation form, and the teacher communication style form are attached.) (RS)

ED 360 671 CS 508 258

Bissland, James H.
"Mediolatry" in the Middle Range: The Need for Cross-Media Critical Research.
PUB DATE- 15 Sep 92
NOTE- 34p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Analysis; Higher Education; Journalism; *Mass Media; *Media Research; Research Methodology; *Research Needs; Scholarly Journals; Scholarship
IDENTIFIERS- *Research Suggestions; *System Dynamics

A study investigated how much attention mass communication scholars writing in "Journalism Quarterly" give to each of the mass communication industries, to what extent the various media segments are studied, and how data from diverse industry segments are used. All 1,135 articles from both the main and Research in Brief sections of "Journalism Quarterly" published in the 1980s were reviewed. Results indicated that: (1) 72.2% of all the articles had newspapers and/or television among their principal subjects; (2) 52.4% had one or the other as their only subjects; (3) only 6.8% of all articles were not media-specific; (4) 72.9% of the articles examined only one media industry; and (5) only 3.3% of the articles even allowed for the possibility of systematic relationships by studying the interactive effects between two or more media industries. Findings suggest that a systems perspective is needed to restore research interest in the connectedness of diverse media industries. Such an approach should proceed in the "middle range" between narrowly focused studies on the organizational level and grander theory on the social institutional level. Mass communication scholars need to diversify their methodologies and break away from an excessive reliance on single-method studies, particularly quantitative ones. Researchers also need to break the grip of "mediolatry," which not only obscures many media industries but also overlooks systematic relationships among them. (Three tables of data are included; 43 references are attached.) (RS)

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Community Involvement; *Community Services; Elementary Secondary Education; Family School Relationship; Human Services; *School Community Programs; *School Community Relationship; *Social Services; *Student Needs
IDENTIFIERS- *Integrated Services

This article examines ways in which the school-linked integration of services can be provided to students and their families. The first section presents several points that illustrate the critical need for improving service delivery to families. The need is escalated due to faltering support services, increasing poverty among young families, reluctance of the aging population to value the needs of children, increasing costs of human service and education delivery, and an alarming number of at-risk children. The second section offers questions to consider when designing and implementing a more comprehensive school-linked services system, such as role definition, territorial and political issues, legal and policy issues, alignment of goals and philosophy, funding, planning, time, governance, location of services, intensity of services, and accountability. The third section outlines strategies for success, and the next section highlights reasons why the school is the logical intersection for the integration of services for children. In conclusion, the integration of services can enhance, rather than erode, local determination of policy, vision, accountability, and advocacy. (LMI)

ED 360 691 EA 025 131

State-Run Lotteries: Their Effects on School Funding. ERS Concerns in Education.
PUB DATE- 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Financial Support; *Income; Public Schools; *School Funds; *School Support; State Action; *State Aid
IDENTIFIERS- *Lottery

This document presents data on the effects that lotteries have on elementary and secondary education funding in those states where at least a portion of the lottery proceeds are specifically designated for the support of public education. The data were obtained from the annual reports of lotteries in states where lottery revenue is designated for education. Findings indicate that lotteries contribute only a small part of overall revenue; lottery revenues are often substituted for regular funds; the revenues are unstable; the administrative expense if high; and lottery acts like a regressive tax. Researchers also tend to blame politicians for many of the negative financial consequences of lotteries, and for failing to provide more adequate forms of funding for educational purposes. In summary, lotteries have, at best, proven a controversial source of education funding. To adequately benefit public education, several policy modifications and more public education are needed. Six figures are included. (Contains 34 references.) (LMI)

ED 360 692 EA 025 132

Zenz, Kathleen; And Others

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Improvement; *Educational Objectives; Educational Opportunities; *Educational Policy; *Educational Quality; *Excellence in Education; Public Schools; *State Standards
IDENTIFIERS- *New Mexico

This booklet describes New Mexico's Consolidating Initiatives for Tomorrow's Education (CITE), a student-centered policy framework for systemwide educational change. The vision and mission statements stress all students' potential to learn and local control for shared responsibility and leadership. Eight educational goals for lifelong learning and the initiatives to achieve them are described: (1) involve all New Mexicans in a shared responsibility for education; (2) provide opportunities which will enable all students to learn; (3) establish high standards and high expectations to enable students to acquire the personal qualities, values, skills, and knowledge necessary to become productive citizens in a multiethnic democratic society; (4) seek and reward excellence in teachers and other school personnel; (5) advocate for and seek adequate resources to support maximum student learning; (6) organize resources for systemwide change to prepare students for the future; (7) promote, exemplify, and implement decision making at the appropriate level; and (8) assure to the public the integrity of the educational process through program and financial accountability. A visual representation of the CITE policy framework is included. (LMI)

ED 360 711   EA 025 157

Barnes, Sheila K.
Creating the Quality School for All Students by Implementing Outcome Based Education.
PUB DATE- Mar 93
NOTE- 25p.; Paper presented at the Annual Conference on Creating Quality Schools (2nd, Oklahoma City, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Competency Based Education; *Educational Objectives; Effective Schools Research; Elementary Secondary Education; *Mastery Learning; *Minimum Competencies; Outcomes of Education; Performance
IDENTIFIERS- *Outcome Based Education

This paper describes the elements of outcome-based education (OBE) and identifies the corresponding research base for each. The eight steps of OBE, evolved from the early effective-schools research and mastery-learning concepts, include: (1) define students' future environments; (2) derive outcomes; (3) design student demonstrations of learner outcomes; (4) develop curriculum materials; (5) deliver the instruction; (6) demonstrate outcomes; (7) document student performance; and (8) determine whether outcomes have been mastered. Ways in which OBE is applicable to special education are discussed. Conclusions are that the premises and principles of OBE are shared by special education, and that the implementation of OBE facilitates the placement of students with disabilities into the least restrictive environment. One table is included. (Contains 78 references.) (LMI)

Responsibility; *Administrator Role; Disadvantaged Schools; High Schools; Institutional Mission; *Leadership; *Leadership Styles; *Principals; Teacher Administrator Relationship
IDENTIFIERS- *North Carolina

This paper presents findings of a comparative case study that explored the inner realities of four successful high school principals identified as effective. Case studies were conducted of four high school principals in a North Carolina school district. Data were obtained from 2 interviews with each principal and interviews with 10 teachers in each school. Because each of their tenures began in perceived out-of-control schools, these principals' sense of mission was interpreted as providing them with the conviction and resiliency both to survive and to apply management strategies. As Brown and Burke conceptualized their visions for the future, they shifted their thinking, resulting in actions that gained more influence. Lee and Jackson's sense-making remained grounded in their original missions; their subsequent actions appeared to be minimally affected by visions. Social norms identified and validated by teachers were also used to determine how these principals' inner realities were reflected in their relationships with teachers. Brown and Burke emerged as transformational leaders who formed value-driven relationships with teachers empowered by mutual commitment. Lee remained at the transactional stage. Jackson, because his student-advocacy-oriented mission conflicted with traditional principal-teacher norms, appeared caught between transactional and transformational work orientations. Five tables and one figure are included. Appendices contain student achievement data, teacher perceptions of principals' school improvements, and contextual data for the four principal's realities. (Contains 37 references.) (LMI)

ED 360 731 EA 025 182

Tushnet, Naida C.
Educational Partnerships as a Force for Educational Change: Findings from a National Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Business Responsibility; Change Strategies; *Educational Change; Elementary Secondary Education; *Innovation; *Organizational Theories; *Partnerships in Education; *Program Effectiveness; *School Business Relationship; School Effectiveness
IDENTIFIERS- *Educational Partnerships Program (OERI)

An evaluation of the Educational Partnerships Program (EPP) examines the feasibility of using earlier research on educational change to foster such change. Also, studying educational partnerships between businesses and schools can determine the limits and possibilities of using them to foster change. The Southwest Regional Laboratory (SWRL) and the Institute for Educational Leadership (IEL) documented and evaluated the EPP administered by the Department of Education's Educational Networks Division. The study examines 22 EPP projects and treats them as innovations with two distinct

DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Case Studies; Elementary School Teachers; Elementary Secondary Education; *Faculty Development; Mentors; *Professional Development; Secondary School Teachers; Staff Development; *Staff Orientation; Teachers
IDENTIFIERS- *Maryland

This guidebook offers seven case studies of effective programs that have helped new teachers in Maryland. An overview lists the seven programs and summarizes the themes that emerged across the case studies. The descriptions provide information about program background and content, staffing and resource requirements, an assessment of the impact each program has had, and recommendations for improvement suggested by the participants. Methodology included site visits and interviews with program administrators, program staff, new teacher participants, and school system leaders. The programs combined in different ways one or more of the following strategies: mentoring, conferencing, demonstrating instructional techniques, providing opportunities to observe other teachers, offering group orientation, and creating an individual professional development plan. The programs also were unique and flexible, used available resources, and had skilled leaders. The following recommendations or "pointers" are suggested for implementing a beginning teacher support program: (1) formalize the program; (2) clarify goals; (3) coordinate efforts; (4) use a variety of strategies; (5) provide staff training; (6) adjust strategies as new teachers' need change; (7) adapt to local conditions; and (8) evaluate efforts. Eight tables are included. Appendices contain a description of the case study methodology and a list of acknowledgements. (LMI)

ED 360 750 EA 025 206

Sidler, Jennifer L.
Barriers to School Restructuring: The Process and Content of Staff Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *School Restructuring; *Staff Development; *State School District Relationship; Teacher Alienation; *Teacher Effectiveness; *Teacher Improvement

A series of focus group interviews with teachers and principals from six schools in several mid-Atlantic states examined common frustrations over staff development and school restructuring. Results of the interviews showed that the staff development needs of schools undergoing restructuring often do not match programs offered by the state or school district. Teachers spoke of the limited time available to learn about and implement new ideas and strategies. Teachers also dwelled on student demographics and classroom management issues rather than instructional strategies. Similarly, discussion did not move easily beyond alterations in rules, roles, and relationships to focus on results. Observing other teachers in schools involved in similar restructuring efforts was cited as helpful in staff development, but was not done often enough. It was also found that working together and collegiality were important to teachers. Many restructuring efforts require teachers to be less isolated and work together. Teachers also feelings about transitions and positive steps parents can take, including questions to ask other parents and professionals. Next, the parent's important role on the child's team is stressed, noting the importance of making observations, creating a snapshot of the child, identifying what the family thinks is important, keeping records, planning for meetings, and dealing with professionals. The importance of considering family needs and values in program selection is stressed. Specific guidelines for selecting a program are offered, including where to start and what to look for. Criteria for program evaluation are presented in terms of how well the program meets the unique learning needs of young children with visual impairments. The booklet ends with suggestions for handling the first few weeks in a new program and thoughts on ongoing parent involvement. (DB)

ED 360 770 EC 302 342

Fitterman, L. Jeffrey
Present Vision--Future Vision.
PUB DATE- May 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accessibility (for Disabled); *Blindness; Braille; Computers; Futures (of Society); *Information Technology; Input Output Devices; *Technological Advancement; *Visual Impairments
IDENTIFIERS- Florida

This paper addresses issues of current and future technology use for and by individuals with visual impairments and blindness in Florida. Present technology applications used in vision programs in Florida are individually described, including video enlarging, speech output, large inkprint, braille print, paperless braille, and tactual output devices. The future of technology for the visually impaired is then discussed, including three promising advances: voice recognition devices, ink-jet embossers, and optical character recognition devices. The combination of these new products is seen as potentially creating a fully interactive and intelligent information system completely accessible to individuals with visual impairments. (DB)

ED 360 771 EC 302 343

Miller, Linda J.; And Others
Preschool Placement Decisions: Are They Predictors of Future Placement? Policy and Practice in Early Childhood Special Education Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developmental Disabilities; Elementary School Students; Followup Studies; Kindergarten; *Mainstreaming; *Outcomes of Education; Policy Formation; Preschool Children; Preschool Education; Primary Education; Special Education; *Student Placement

This study followed up 328 child participants (150 children with mild to moderate developmental delays and 178 typical children) ages 3-5 years to determine the effects of preschool placement

IDENTIFIERS- North Central Regional Information Exchange
This resource guide profiles 12 exemplary programs serving people with disabilities through interagency collaboration for transition, supported employment, and parent-professional collaboration. The guide opens with a description of the North Central Regional Information Exchange, a federally funded project that is identifying and promoting adoption of exemplary practices within the Region V states of Minnesota, Wisconsin, Illinois, Indiana, Michigan, and Ohio. The guide outlines the process by which programs are evaluated and awarded exemplary status. The individual profiles of the 12 programs are then provided, containing information about each program's mission, services, target population, larger organization, and staff. Key program components are highlighted and stories of how the programs have worked for specific individuals are shared. (JDD)

ED 360 790 EC 302 362

Stanley, Julian C.
My Many Years of Working with the Gifted: An Academic Approach. The Fourth Lecture in the Series.
PUB DATE- 12 Nov 90
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; Attitudes; Diagnostic Teaching; Educational Change; *Educational Practices; Elementary Secondary Education; *Gifted; *Mathematics Achievement; Mathematics Education; School Restructuring; Student Placement
IDENTIFIERS- Study of Mathematically Precocious Youth; Virginia
This lecture examines the failure of the United States to produce literate, mathematically competent high school graduates and criticizes "cyclic faddism" as a ploy of desperate educators who keep going back to methods that have been tried and found wanting. Bright spots in education are cited, including the achievement of Jaime Escalante's Hispanic high school students and the performance of the United States in the International Mathematical Olympiad. Suggestions for overhauling school organization include the development of longitudinal teaching teams and development of special accelerated educational opportunities for intellectually talented youth. Public attitudes toward intellectual precocity and brightness are explored. The educational system's tendency to ignore prior academic information about highly able students when making placement decisions is criticized. A model developed by the Study of Mathematically Precocious Youth, known as diagnostic testing followed by prescribed instruction, is described. Virginia's participation in the talent searches of the Center for the Advancement of Academically Talented Youth is noted. An introduction to the lecture, by John M. Nagle, outlines the purpose of the lecture series and offers a brief biography of the lecturer, Julian C. Stanley. (Contains 11 references.) (JDD)

ED 360 791 EC 302 363

McManus, Marilyn C., Ed.
Case Management for Families and Children.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 93

reach 6 months of age, their families are mailed notices recommending that their infants' hearing be checked. Of 44,007 births in Oregon in 1991, 8.4 percent were identified as at risk for hearing loss. Forty-three percent of the notices mailed to these families were returned. Data are not yet available on whether babies and families are acquiring services earlier because of the registry program. (JDD)

ED 360 809 FL 020 166

Monday Morning: A Magazine for Language Teachers in China = Lundi Matin: Revue pour professeurs de langues en Chine, 1985-1992.
PUB DATE- Dec 92
NOTE- 349p.; All available issues included.
LANGUAGE- English; French
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- hearing be checked. Of 44,007 - Serials (022)
DESCRIPTORS- *Chinese; Curriculum; Educational Trends; *English; English (Second Language); Essays; Foreign Countries; *French; Futures (of Society); *Language Teachers; Second Language Instruction; Second Language Learning; *Second Language Programs; Teaching Methods; Vocabulary
IDENTIFIERS- Canada; China

This document consists of all six issues of the bilingual (English and French) periodical "Monday Morning" published from its inception in 1985 through 1992. This publication was developed by the Canada/China Language Training Centre (C/CLTC), a language teaching enterprise that provides French or English language training to Chinese technicians and professionals who intend to receive future training in Canada. Goals of the C/CLTC include providing linguistic and social skills necessary for students to function in Canadian academic and work situations and to introduce learning strategies that students will implement after they leave the C/CLTC. Papers address issues such as the current status and future of teaching English in China, conceptual differences in the Chinese and English essay, adapting oral English materials for use in China, problems of Chinese students in learning pronunciation, vocabulary differences between Chinese and English, and curriculum and language development and training at the C/CLTC. (JP)

ED 360 810 FL 020 691

Teaching Listening in Russian. Instructional Materials for the Less Commonly Taught Languages.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 112p.; For related instructional materials, see FL 020 692-693.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Broadcast Television; *Listening Comprehension; *Listening Skills; *Russian; Second Language Instruction; Second Language Learning; Skill Development; Television; Uncommonly Taught Languages; Visual Aids
IDENTIFIERS- *Authentic Materials

The video-based exercises, designed at the Novice High to Intermediate High skill levels on the American Council on the

Deville, Craig W.; Chalhoub-Deville, Micheline
Modified Scoring, Traditional Item Analysis, and Sato's Caution Index Used To Investigate the Reading Recall Protocol.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Language Testing Research Colloquium (15th, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- German; *Item Analysis; *Reading Comprehension; *Reading Tests; *Recall (Psychology); *Scoring; Second Language Learning; *Second Languages; Test Items; Test Reliability; Test Validity
IDENTIFIERS- *Caution Index (Sato)

A study demonstrated the utility of item analyses to investigate which items function well or poorly in a second language reading recall protocol instrument. Data were drawn from a larger study of 56 learners of German as a second language at various proficiency levels. Pausal units of scored recall protocols were analyzed using both classical item analysis and the Sato Caution Index. The assumptions of classical local independence and unidimensionality were found to be largely fulfilled in this analysis. Pausal units did not fulfill the noninvasiveness condition, but this was not found detrimental to the investigation. Results concerning item difficulty, point biserial correlations, the discrimination index, reliability, item weighting, and use of the Sato caution index are summarized. Results of the Sato caution analysis were found to corroborate those of classical analysis, indicating that item analyses of dichotomously scored recall protocol units can be applied and yield interpretable results. It is not suggested that the Sato Caution Index supplant classical item analyses, but that it be used whenever integrative language tests using summated item scores are used to make theoretical, instructional, or evaluative decisions. A 30-item bibliography is included. One text used and its item analysis results are appended. (MSE)

ED 360 830 FL 021 382

Chalhoub-Deville, Micheline
Performance Assessment and the Components of the Oral Construct across Different Tasks and Rater Groups.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Arabic; College Students; Comparative Analysis; Higher Education; *Interrater Reliability; Interviews; Language Teachers; *Language Tests; Native Speakers; *Oral Language; Reading Aloud to Others; Second Language Instruction; Second Language Learning; *Second Languages; Tape Recordings; *Test Format; Testing; Uncommonly Taught Languages; Verbal Tests

This study investigated whether different groups of native speakers assess second language learners' language skills differently for three elicitation techniques. Subjects were six learners of college-level Arabic as a second language, tape-recorded performing three tasks: participating in a modified oral proficiency interview, narrating a picture depicting a story, and reading a text aloud. The recordings were rated by three groups: 15 native Arabic-speakers teaching in the United States, 31 non-teaching native Arabic-speakers living in the

ED 360 852 FL 021 434

Diffey, Norman; Flewelling, Janet
Heritage Languages in Windsor and Essex County: A Report on Productive Practices and Support Needs.
PUB DATE- Apr 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Classroom Techniques; Comparative Analysis; Cultural Awareness; Elementary Education; Foreign Countries; *Heritage Education; Immigrants; Instructional Effectiveness; *Language Maintenance; *Language Role; Questionnaires; Regional Characteristics; Surveys; *Teacher Attitudes; *Uncommonly Taught Languages
IDENTIFIERS- *Ontario

A study of the heritage language programs (HL) offered by four Ontario (Canada) school districts is reported. Through surveys and interviews of 3 program administrators and 42 teachers, it investigated effective current practices and needs for additional support. Administrators were asked about the scope and delivery of programs and their perceptions of program strengths and weaknesses. The teacher survey inquired about: teacher language and educational background; classroom practices, availability and use of resources, classroom activities, strategies for teaching cultural heritage, and organizational practices for integrating different ages, abilities, language proficiencies, and the general curriculum; degree of satisfaction with aspects of organization and levels of external support; and teachers' general satisfaction and views on the best and worst aspects of the program. Statistical results of the surveys are detailed and anecdotal information and respondent comments are discussed. The characteristics of the HL programs are compared with those of effective language programs. Recommendations include development of guidelines for sequential language programs, inservice HL teacher workshops, HL teacher networking, improved availability of instructional resources, expansion of cultural activities, and HL teacher input into curriculum development. The questionnaires used in the surveys are appended. (MSE)

ED 360 853 FL 021 436

Sawicki, Gloria
Teaching Foreign Languages in a Multicultural Setting. A Ford Foundation Diversity Initiative Project. Instructor's Reference Manual.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Environment; Classroom Techniques; College Faculty; *Cultural Pluralism; *Diversity (Institutional); *Faculty Development; Higher Education; Instructional Materials; *Multicultural Education; Second Language Instruction; *Second Languages
IDENTIFIERS- Authentic Materials; *City University of New York

sustained pedagogical change. The second was a long-term ethnographic study at Rough Rock, on the Navajo Reservation in northern Arizona. The investigation's focus was on institutional and other structural barriers to educational reform, beyond what occurs in the classroom. It is argued that analysis of reform efforts must address factors both within the instructional setting and in the school's organizational structure and sociopolitical context. It is proposed that such analysis is essential to understanding and transforming the historically disempowering experiences of this population. (MSE)

ED 360 871 FL 021 463

Bermudez, Andrea B.; Rakow, Steven J.
Examining Identification and Instruction Practices for Gifted and Talented Limited English Proficient Students.
PUB DATE- 93
NOTE- 18p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p99-114; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Educational Strategies; Elementary Secondary Education; *Gifted; Hispanic Americans; *Identification; *Limited English Speaking; Public Schools; Screening Tests; Student Characteristics; *Student Placement; *Talent; Testing
IDENTIFIERS- Arizona; California; Colorado; Florida; New York; Texas

Underrepresentation of minority students in gifted and talented (G/T) programs is a well established fact. A study examined procedures and criteria used to identify, place, and instruct gifted and talented students with limited English proficiency (GT/LEPs) in Texas, California, Colorado, Florida, Arizona, and New York public schools, to help identify factors contributing to underrepresentation of this population in gifted and talented (GT) educational programs. GT program coordinators (n=268) in a cross-section of schools responded to a survey. Less than 20 percent had established a means for identifying GT/LEPs. Respondents identified characteristic GT student behaviors that might be masked by linguistic and cultural differences, including a variety of language, cognitive, inter-/intrapersonal, academic, and artistic skills. Almost 80 percent acknowledged the need to use different means of assessment than for mainstream students. Most used multiple sources in identifying GT/LEPs. Only about 30 percent found their identification processes successful. A majority had no community input in identification. Under 10 percent had programs to serve the students identified. Although most respondents agreed that technology was important in the education of these students, there were no recommendations for effective software. Very few established GT/LEP programs used differentiated instructional materials, as recommended in the literature, but a majority followed theoretically-based program models. Parent involvement was less extensive than parental support. (MSE)

ED 360 872 FL 021 464

Bermudez, Andrea B.; And Others

questionnaire for evaluating lecturing behavior at Napier. As a consequence, the 3-year project was undertaken and the first year completed with 9 lecturers taking part and 434 student responses in April 1993. The project also provided a seminar for interested staff and private interviews with lecturers to provide feedback. In addition the project initiated a pattern of two visits to Leuven a year to compare results. (JB)

ED 360 890 HE 026 622

Fennell, Hope-Arlene
Students' Perceptions of Cooperative Learning Strategies in Post-Secondary Classrooms.
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Foreign Countries; Forestry; *Graduate Students; Higher Education; *Student Attitudes; Teacher Education; Teaching Methods
IDENTIFIERS- *Ontario

A study of graduate students in education and forestry explored their preferences and perceptions of cooperative learning strategies. The study examined strategies derived from the work of R. Slavin and D. Johnson including the following: think-pair-square, think-pair-share, jigsaw strategies, and cooperative group investigation. Of the 208 students participating in this study, 27 were in forestry and 181 in education. The students were all involved with all of the cooperative learning strategies at some points during their courses. Near the conclusion of the Spring 1992 term each of the classes completed the Cooperative Learning Survey and indicated whether they preferred either: (1) a balance of lecture/discussion and cooperative learning, (2) mostly lecture discussion, or (3) mostly cooperative learning activities. The findings indicated that students rated cooperative learning slightly more positively than alternative methods for sharing ideas, listening, critical thinking, positive relationships with colleagues, and opportunities to see ideas applied to professional situations. (JB)

ED 360 891 HE 026 623

Schonwetter, Dieter J.; And Others
Key Factors for College Student Achievement, Cognition, Affects, and Motivation: Student Locus of Control and Quality of Instruction.
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attribution Theory; *Cognitive Style; College Instruction; College Students; Foreign Countries; Higher Education; High Risk Students; Lecture Method; *Locus of Control; Self Concept; Student Attitudes; *Student Characteristics; Teaching Styles
IDENTIFIERS- *University of Manitoba (Canada)

This study investigated the effects of college students' actual, rather than manipulated, perception of control along with expressive instruction, as they relate to cognitive and

(Contains 10 references.) (JB)

ED 360 909 HE 026 646

Sapp, Mary M.
Setting up A Key Success Index Report: A How-To Manual. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; Educational Finance; Educational Trends; *Evaluation Methods; Higher Education; Institutional Characteristics; Institutional Research; Recordkeeping; *Reports; *Self Evaluation (Groups); Trend Analysis
IDENTIFIERS- *AIR Forum; *University of Miami FL

The University of Miami (UM) in Florida established and continues to use a monthly Key Success Index (KSI) report for ongoing self-evaluation. At UM the KSI is a five-page document focusing on the current year-to-date amount for each key success indicator and how it differs from the previous year's amount. It includes monthly data for the current and previous year and where applicable the current budget for each indicator. Nineteen offices in the university provide 142 indicators for the report which is prepared during the third week of the month, circulated to members of the president's agenda committee, and of which highlights are discussed at the KSI meeting. Steps to set up a similar program at other institutions might include (1) identifying an advocate; (2) selecting indices; (3) identifying information sources; (4) determining the format; (5) setting up a spreadsheet to produce the report; (6) developing an information-collection process; (7) presenting the report; and (8) modifying the report over time. Potential obstacles include lack of interest among senior administrators, lack of information from the previous year, and data sensitivity. The KSI process provides early warning of developing problems, and yields subtle benefits related to education, team building, accountability, and visibility. (Contains 13 references.) (JB)

ED 360 910 HE 026 647

Valentin, Elena Batista
Pitfalls and Opportunities of Strategic Planning in a Health Sciences Higher Education Institution in Puerto Rico. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 31p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Allied Health Occupations Education; College Administration; College Planning; Dental Schools; Foreign Countries; Higher Education; *Long Range

institutional researchers making comparisons across the two nations' systems of doctoral education. (Contains 57 references.) (GLR)

ED 360 927 HE 026 665

McLaughlin, Gerry; And Others
Assessment: A Collaborative Model. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 21p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *College Outcomes Assessment; Cooperation; *Educational Quality; Higher Education; *Institutional Research; Models; Organizational Effectiveness; Postsecondary Education; School Effectiveness; *Self Evaluation (Groups); Systems Approach
IDENTIFIERS- *AIR Forum

The assessment of educational outcomes has been a major area of interest among policy makers in recent years. Those with responsibility for assessment often are drawn from the ranks of the faculty and have little knowledge of or interest in institutional research. This paper provides a means to distinguish the unique, yet interrelated ways in which assessment and institutional research serve those requiring information for policy purposes. It proposes that the way to establish quality assessment is to develop a model of what needs to be done and then obtain the means for getting the tasks done. Suggestions are provided on how to improve the effectiveness of a cooperative method by describing the relationship with a five-step model: (1) identify and measure, (2) capture and store, (3) restructure and analyze, (4) deliver and report, and (5) use and influence. Examples of specific tasks which are most likely to be required are provided as well as some suggestions on coordination of effort. (Contains 14 references.) (GLR)

ED 360 928 HE 026 666

Kanarek, Ellen Armstrong
Five-Year Trends in Data From the Admitted Student Questionnaire. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *College Bound Students; *College Choice; *Decision Making; Educational Quality; *Enrollment Influences; Higher Education; Questionnaires; Student Costs; Student Financial Aid; Student Needs; *Student Reaction
IDENTIFIERS- *AIR Forum; *College Board Admitted Student Questionnaire

This study examined College Board Admitted Student Questionnaire students found ways to cope with the factors associated with content, environment, and readiness, the factors of time, employment, and family support were likely associated with more problems than the students had expected. (Contains 16 references.) (MN)

ED 360 477 CE 064 057

Walkington, Jacqueline; And Others
An Investigation into Students' Disposition to the Use of Objectives in Distance Learning Materials.
PUB DATE- Jul 93
NOTE- 19p.; Paper presented at the Australian and South Pacific External Studies Association Conference (Adelaide, Australia, July 21-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Behavioral Objectives; *College Students; *Distance Education; Foreign Countries; Higher Education; Instructional Materials; Questionnaires; School Surveys; *Student Attitudes
IDENTIFIERS- University of Southern Queensland (Australia)

A study examined the attitudes of distance education students in Queensland, Australia, toward the use of objectives underpinned by behaviorist theory in distance education programs. A 35-item questionnaire was mailed to all 600 of the University of Southern Queensland's distance education students. Usable surveys were returned from 287 students. About half the students stated that they refer to objectives at the beginning of each of their study sessions, and 61.9 percent claimed to read objectives when it is time to consider assessment items. Most students disagreed with the statement that objectives enhance their ability to learn to their full potential; however, 62.9 percent felt that objectives help measure their understanding of material studied. Most students (82.9 percent) felt that objectives are necessary in instructional materials, and 60.7 percent preferred having objectives distributed at the beginning, middle, and end of study materials instead of just at the beginning (which is the current practice). Even though there was no consensus on the type(s) of guides needed besides objectives, 70.1 percent of the students wanted other guides in addition to objectives. Further research with a larger and more diverse student population is recommended. (The survey student questionnaire is included. Contains 30 references.) (MN)

ED 360 478 CE 064 059

Jegede, Olugbemiro J.
Expert Opinions about Distance Education Research in Developing Countries.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Adult Education; *Developing Nations; *Distance Education; *Educational Research; Foreign Countries; Information Needs; *Research Needs; *Research Problems

Experts on distance education in developing countries were asked their opinions regarding the availability of research information, areas in which research efforts should be

ED 360 497 CE 064 154

Preparing Technical Workers for the New Industrial Era: The Need for a Fundamental Shift in Federal Policy toward Technical Education. Position Paper.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Community Colleges; *Educational Change; Educational Finance; *Educational Improvement; *Educational Policy; Education Work Relationship; Federal Aid; Federal Government; Government School Relationship; *Job Training; *Labor Force Development; *Policy Formation; Position Papers; Public Policy; Relevance (Education); School Business Relationship; Secondary Education; *Technical Education; Two Year Colleges; Vocational Schools

The United States will not be competitive in the global economy of the 21st century without a technically trained work force. Community colleges and secondary schools offering technical programs are becoming increasingly important to local businesses as companies rely on a combination of schools and on-the-job training to help their employees develop needed qualifying skills. The benefits of technical education have been proved in studies confirming the high performance rates of technical education students and the high wages of vocational-technical school graduates versus those of their nontechnical education counterparts. Bias against vocational training in public schools still persists, however. Promising innovations, including advanced learning technologies, partnerships with industry, and youth apprenticeship programs, are helping to strengthen technical education in the schools. Technical education for a highly skilled work force currently represents only a small fraction of the total higher education budget. The time has come for a fundamental federal policy shift that includes the following: changing priorities to emphasize human resources development, strengthening partnerships with industry, fostering continuous quality improvements in technical education, easing the school-to-work transition, strengthening both first- and second-chance programs for disadvantaged persons, and recognizing achievement and bolstering student organizations. (Contains 60 references.) (MN)

ED 360 498 CE 064 155

Ganzglass, Evelyn; Simon, Martin
State Initiatives on Industry-Based Skill Standards and Credentials.
SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; National Center on Education and the Economy, Rochester, NY.
PUB DATE- 93
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Credentials; *Evaluation Criteria; Industry; Job Skills; Postsecondary Education; *School Business Relationship; Secondary Education; *Standards; *State Action; Student Evaluation; *Vocational Education
IDENTIFIERS- *Industry Based Skill Standards

A study examined state initiatives for industry-based skill

Objectives; *Equal Education; *Equal Opportunities (Jobs); Federal Legislation; *Futures (of Society); Nontraditional Occupations; *Program Effectiveness; Program Implementation; Secondary Education; *Sex Fairness; *Womens Education
IDENTIFIERS- National Education Goals 1990; *Womens Educational Equity Act

During the past 17 years, the Women's Educational Equity Act (WEEA) program has accomplished the following: funded programs to open math, science, and technology courses and careers to women and girls; helped females gain access to nontraditional vocational education; funded projects to eliminate bias against females in school and the workplace; funded major programs to improve educational opportunities and career choices for low-income women; targeted resources toward the educational needs of disabled women; and disseminated gender equity materials. The following are among the actions that WEEA programs have shown to be critical to improving gender equity: build collaborations, involve new parties, confront "isms" head on, encourage new visions, begin early, include both females and males in gender equity efforts, and disseminate knowledge already gained and build on it. The 1991 WEEA conference 1991 focused on the National Education Goals for the year 2000 through presentations devoted to the need for females in science, program evaluation, equity in the work world, student retention and teen pregnancy and parenting, and excellence in education through gender equity. The WEEA Publishing Center has developed a new middle school curriculum designed to reduce dropout rates. (MN)

ED 360 517 CE 064 243

Blandow, Dietrich
The Elements of Technology for Education.
PUB DATE- 11 Dec 92
NOTE- 35p.; Inaugural lecture presented at the Technical University of Eindhoven (Eindhoven, The Netherlands, December 11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; Curriculum Development; *Educational Needs; Educational Objectives; Education Work Relationship; *Fused Curriculum; Integrated Activities; *Models; Relevance (Education); Secondary Education; Technological Advancement; *Technological Literacy; Transfer of Training; *Vocational Education

Technological literacy has become an indispensable part of general culture. Vocational education must simultaneously provide students with the special and general qualifications required to achieve increased productivity and flexibility. The concept of technological capabilities is based on the pillars of general technology, technical systems, and innovation and design. The development of technology education lends itself to a modular approach. As technology education continues to develop, it can be systematized to include the laws and principles of technology, the structure of technological processes, the design of technical products, and the process and principles of innovative thinking. A model can be developed whereby education about technology and education through technology can be provided. Education can function to identify situations that help people develop the abilities to overcome barriers. The following are among the terms in which technology education must teach students to think: stages of development,

Byrne, Eileen M.
Unlocking Minds: From Retribution to Rehabilitation. A Review of Prisoner Education in Queensland.
SPONS. AGENCY- Queensland Corrective Services Commission, Brisbane (Australia).
PUB DATE- Aug 90
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; Change Strategies; *Correctional Education; Correctional Rehabilitation; Curriculum Development; Females; Foreign Countries; Prisoners; *Program Effectiveness; Program Implementation; *Program Improvement; *Rehabilitation Programs; Sentencing; Training Methods
IDENTIFIERS- *Australia (Queensland); Correctional Officers

The content and quality of prisoner education in Queensland, Australia, was reviewed. The review focused on the following topics: prisoners' rights and responsibilities in general and their rights to rehabilitation and education in particular; the structural, organizational, and attitudinal barriers to correctional education; available and needed capital and equipment resources; steps toward and the need for development of a coherent and integrated education and training service; the special needs of women in prison and policies needed to meet them; sentence management and education and training; and education and training of custodial correctional officers. Information for the review was gathered through interviews with representatives of churches, prisoner aid groups, aboriginal and Torres Strait Islander interest groups, correctional officers' associations, and government departments and agencies. The review resulted in 70 recommendations, including calls for specific program improvements at individual correctional institutions and general program improvement measures directed toward the Queensland Corrective Services Commission. (A list of organizations and agencies invited to give evidence for the review is appended.) Contains 52 references. (MN)

ED 360 537 CE 064 314

Gula, Annette; King, Christopher T.
Welfare-to-Work Program Coordination in Texas. Report on the Initial Site Visits. First in a Series of Reports on JTPA/Welfare Coordination Efforts.
PUB DATE- Dec 90
NOTE- 114p.; For related reports, see CE 064 315-316.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agency Cooperation; Career Education; *Cooperative Programs; *Coordination; *Employment Programs; Federal Legislation; Job Training; Program Effectiveness; State Programs; Statewide Planning; Welfare Recipients; Welfare Services
IDENTIFIERS- Job Opportunities and Basic Skills Program; Job Training Partnership Act 1982; *Texas; Welfare to Work Programs

The first round of site visits to welfare-to-work programs in Texas examined the nature and degree of program coordination at three sites: El Paso, Houston, and San Antonio. A brief overview of the growing literature on program coordination paid particular attention to welfare-related studies. At the state level, evidence was found of increasing coordination efforts

survey collected information on the condition of farm businesses of 54 African-American farm operators who participated in the project from June 1990 to November 1991. Farm business condition was assessed immediately prior to and immediately after the project. Three stages of the program were identification of program participants, orientation, and program operation. Customized farm plans and enterprise budgets were developed for participants based on information gathered through questionnaires, interviews, and farm/home visits. Adoption of sound management practices was encouraged through demonstrations, workshops, and meetings. Delivery methods used in providing education and assistance were as follows: individual consultation, farm and home visits, small group meetings, brochures, and local news media. Financial performance ratios were computed and showed total assets increased for minority farmers, liabilities decreased, and increases in net income exceeded the total cost of the project. Brief, easy-to-use resource or instructional materials, a more holistic approach, and more agency networking were suggested. (Contains 28 references.) (YLB)

ED 360 555 CE 064 349

Askins, K. Brent; Galloy, Michael J.
Critical Pedagogy for Vocational Education: The Practice with Novice Professionals.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teacher Induction; *Beginning Teachers; *Inservice Teacher Education; *Institutes (Training Programs); Postsecondary Education; *Professional Development; State Programs; Statewide Planning; Teaching Skills; Technical Institutes; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Critical Pedagogy; *Georgia Instructor Academy

The Georgia Instructor Academy (GIA) initiative is intended to provide staff development activities that enhance the quality of instruction delivered at the technical institutes. Before GIA could become functional, the following significant changes in the state's postsecondary technical education system had to occur: (1) creation of the Georgia Board of Technical and Adult Education to govern technical institutes and establish statewide, program-specific standards and curricula that reflect current job practices; (2) establishment of the Guarantee Program; and (3) development of regional consortia. GIA is responsible for delivering inservice training to both new and experienced technical institute instructors. It is divided into three divisions, each of which addresses specific needs of Georgia's technical institute instructors. The Technical Training division provides instructors with opportunities to advance their occupational expertise through industry-sponsored workshops and seminars, joint ventures with industry, job shadowing, and internships. The Professional Development division provides instructors with opportunities to enhance their professional lives. The Instructor Training Institute assists in development and improvement of the instructional competencies of new postsecondary technical institute instructors. Georgia has decided to use a networking system called PSInet (People Sharing Information network) to link all technical institutes and academy personnel into a bulletin board service. (Contains 11 references.) (YLB)

Offenders.
PUB DATE- Aug 93
NOTE- 39p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Beliefs; College Students; Dating (Social); Higher Education; *Males; Moral Values; *Personality Traits; *Sexual Abuse; *Sexuality; Social Attitudes; *Student Attitudes

This study investigated the social, moral/ethical, and personality characteristics, and the social beliefs/attitudes differentiating male college students who engage in sexual assault or coercion from those who do not. Subjects consisted of a random sample of 243 male university students. The Sexual Experiences Survey (SES; Koss & Oros, 1982) was used to group subjects into a sexually assaultive/coercive group and a nonassaultive/coercive group. An ethical positions questionnaire (EPQ; Forsyth, 1980), a narcissism scale (NS; Phares & Erskine, 1984), a sexual attitudes questionnaire (SREPQ; Stanford Rape Education Project, 1988), and selected personality dimensions from the California Psychological Inventory (CPI-v.1, v.2, v.3; Gough, 1987) were analyzed to investigate the relationships among the students' self-reported sexual conduct, ethical positions, personality type and integration, and attitudes toward coercive sex and the characteristics of males who report differing types/degrees of sexual aggression. Of the 234 subjects, 27% were found to be sexually assaultive/coercive and 73% were sexually nonassaultive/coercive. Men in the sexually assaultive/coercive group, in contrast to those in the nonassaultive/coercive group, were more egocentric/narcissistic, more external in their orientation, and less integrated. A discriminant function formed on the basis of the subjects' scores on the EPQ, NS, and scales v.1, v.2 and v.3 of the CPI, accurately classified 66% of the subjects according to their level of sexual aggression/coercion. Sexual attitudes and histories differentiating the two groups were also studied. (Author)

ED 360 575 CG 024 952

Sager, R. Warren, Jr.
The Effects of a Kansas Education Class on Students' Knowledge and Attitudes of Human Immunodeficiency Virus and Acquired Immunodeficiency Syndrome.
PUB DATE- 18 Aug 93
NOTE- 98p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Attitude Change; *Health Education; *Knowledge Level; *Outcomes of Education; Secondary Education; Secondary School Students; Sex Differences; *Student Attitudes
IDENTIFIERS- Kansas

This study was undertaken to investigate the knowledge and attitudes of 8th, 9th, and 10th grade Kansas students pertaining to human immunodeficiency virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS). Attitudes and knowledge of 9th and 10th grade students who had participated in a Sex

ED 360 594 CG 024 977

Ooms, Theodora
Families in Poverty: Patterns, Contexts, and Implications for Policy. Meeting Highlights and Background Briefing Report (Washington, D.C., July 17, 1992).
SPONS. AGENCY- Consortium of Family Organizations.; Foundation for Child Development, New York, N.Y.
PUB DATE- 17 Jul 92
NOTE- 69p.; One of a series of monthly seminars conducted by the Family Impact Seminar.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Children; Child Welfare; *Family Life; *Low Income Groups; *Poverty

This document begins with highlights of a seminar meeting held in July of 1992 on poverty in America, followed by a background briefing report on the problem of poverty in the United States. This background briefing report is the first in a series of three reports. It summarizes some major themes of the vast and growing body of poverty literature, highlighting issues and questions that are of special relevance to families with children. The report briefly discusses the definition and measurement of poverty and presents some basic characteristics of poor families. It is noted that, in 1990, one in five children lived in families whose income was below the poverty line. Some of the dimensions of poverty, the new ways of thinking about poverty, that have emerged in recent years are discussed. Then the patterns and distinctive characteristics of two major types of poor families (two-parent and single-parent households) are examined in more detail. Highlights of the literature examining poverty in the urban and rural contexts are presented, looking especially at the concept of a subgroup of the poor, referred to as the "underclass." The document concludes with an annotated list of 17 resource organizations and approximately 96 selected references. (NB)

ED 360 595 CG 024 978

Cohen, Elena; Ooms, Theodora
Training and Technical Assistance To Support Family-Centered, Integrated Services Reform. Meeting Highlights and Background Briefing Report (Washington, D.C., July 18, 1993).
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 18 Jun 93
NOTE- 72p.; One of a series of monthly seminars conducted by the Family Impact Seminar.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; *Delivery Systems; *Human Services; *Policy Formation; *Training
IDENTIFIERS- Integrated Services

This document begins by presenting highlights of a seminar held in June of 1993 to describe innovative training programs that focus on interprofessional and family-centered forms of service delivery in the public sector and to discuss some of the issues, barriers, and challenges. Following these highlights is a background briefing report on training and technical assistance to support family-centered, integrated services reform. In the first sections of this briefing report, current trends, selected activities, and issues and questions in four

PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Elementary School Students; Foreign Countries; Intermediate Grades; Junior High Schools; Junior High School Students; *Reading Ability; *Reading Achievement; Reading Habits; Reading Improvement; Reading Research; School Surveys; Scores; Sex Differences
IDENTIFIERS- *International Evaluation Education Achievement; International Surveys; Reading Behavior

This booklet focuses on the reading literacy test scores of students in the grade levels where most 9- and 14-year-olds were to be found in 32 national systems of education. Data were collected from 9,073 schools, 10,518 teachers, and 210,059 students. The booklet describes the achievement levels of carefully selected probability samples of students in three domains of reading literacy and makes some preliminary interpretations of the results. Chapters are: (1) What Is the Study About?; (2) A Word on International Comparisons; (3) How Well Do Nine-Year-Olds Read around the World?; (4) How Well Do Fourteen-Year-Olds Read around the World?; (5) How Do High-Achieving Countries Differ from Low-Achieving Countries?; (6) Differences in Achievement by Gender, Home Language and Urban-Rural Location; (7) Other Influences on Achievement; (8) How Does One become a Good Reader?; and (9) Voluntary Reading Patterns. Seven appendixes include: a list of the personnel of the IEA Reading Literacy Study; the international validity of the IEA Reading Literacy Tests; a rationale for the scores used; target populations and samples; adjustment of age differences; tables of correlation; and value for figures found in the text. (RS)

ED 360 614 CS 011 366

Postlethwaite, T. Neville; Ross, Kenneth N.
Effective Schools in Reading: Implications for Educational Planners. An Exploratory Study.
PUB DATE- Nov 92
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; Effective Schools Research; Elementary School Students; Instructional Effectiveness; Primary Education; *Reading Instruction; Reading Research; *School Effectiveness; School Surveys
IDENTIFIERS- *Educational Indicators; *International Evaluation Education Achievement; International Surveys

This booklet presents the results of an exploratory study of educational indicators that differentiate more effective from less effective primary schools. The studies examined in the booklet encompassed 26 national systems of education. The booklet considers the community context of the school; school management; school size, type, and staffing levels; school reading resources; school special reading programs and initiatives; classroom libraries and materials; kinds of reading teachers; teacher activities and teaching methods; and out-of-school activities. Chapters in the booklet are: (1) The Concept of More Effective and Less Effective Schools; (2) A Brief Description of the Reading Literacy Study; (3) The Selection of Indicators for Further Study; (4) Indicators Discriminating between More Effective and Less Effective Schools; (5) A Portrait of a More Effective School. Four appendixes comprising almost half the document include: (1) Reliability Coefficients; (2) A List of Constructs Formed, (3)

Mullin, Joan
When What We Say Isn't What We Do: Learning To Collaborate All over Again.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Cooperative Learning; Higher Education; Writing (Composition); Writing Improvement; Writing Instruction; *Writing Laboratories
IDENTIFIERS- *Collaborative Learning; *Composition Theory; Writing Conferences

For many years, writing centers have based their pedagogy on "collaboration." Now it is time to reflectively examine whether tutorial collaborations actually correspond to those definitions on which it is generally assumed they are based. Current practices assume that "collaborative" practices include non-authoritative pedagogy that fosters students' independence to compose and promotes their ability to critically assess their own writing. But is this true? Brian Street ("Literacy in Theory and Practice"), Suzanne Clark and Lisa Ede ("Collaboration, Resistance, and the Teaching of Writing") suggest that teachers look at their classroom collaborations and determine just what it is that they are promoting. Unless they do, they risk maintaining and supporting the very structures of disempowerment they claim to resist. (Transcripts of two exchanges between a writing-center tutor and a student, and a five-item bibliography are included.) (SAM)

ED 360 635 CS 213 963

Woolever, Kristin R.
Issues in TA Training: Does Postmodernism Preclude Teaching Structure?
PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Graduate Students; Higher Education; *Teacher Role; *Teaching Assistants; *Teaching Skills; Theory Practice Relationship; Writing (Composition)
IDENTIFIERS- *Composition Theory; Postmodernism

A variety of desperate questions come from frustrated teaching assistants who want to teach well but have fallen into the widening gap between postmodern theory and daily practice. Too often, TA training consists of an overwhelming load of postmodern theory insufficiently counterbalanced by practical methods. Does postmodernism preclude teaching methods? Instead of issuing dictates about writing, Helene Cixous would have the writing instructor encourage questions about the nature of the knowledge a student writer is trying to transmit. The following suggestions may be useful for writing teachers: (1) focus on reading discourse as well as writing it; (2) ask students to

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Communication Research; *Communicative Competence (Languages); *English (Second Language); *Foreign Students; Graduate Students; Higher Education; *Intercultural Communication; *Language Proficiency; Language Tests; Oral English; Screening Tests; Speech Communication; *Teaching Assistants
IDENTIFIERS- Indiana University Bloomington; Indiana Univ Purdue Univ at Indianapolis; Purdue University IN

Significant progress has been made to enhance the oral English proficiency of International Teaching Assistants (ITAs), with the greatest strides being made in the linguistic aspects but little attention being paid to cultural communication and pedagogical dimensions. A survey of ITAs in the chemistry, mathematics, and physics departments at Indiana University Bloomington, Indiana University Purdue University Indianapolis, and Purdue University at West Lafayette indicated that 41% of the teaching assistants were ITAs, corresponding to national figures. By 1991, 17 states required institutions of higher education to certify the English language competency of their faculty before they enter the classroom. Two-thirds of those programs responsible for English proficiency of ITAs use structured or standardized tests to test for language competence. However, classroom communication goes considerably beyond the language competence of the instructor. Policymakers should not assume that English language proficiency is synonymous with the ITA's qualifications to communicate with a class. Even though ways have been developed and implemented to give some measurement of the prospective ITS's classroom abilities, those responsible for university-wide ITA screening should continue to refine their programs and interact more with faculty who have involvement in pedagogical and intercultural training. (One table of data and one table listing pedagogical training for teaching assistants in the three Indiana universities are included; 19 references are attached.) (RS)

ED 360 654 CS 508 220

Ames, Ina Ruth
The Metaphor of Open Admissions as a Communication Paradigm.
PUB DATE- 30 Oct 92
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communication (Thought Transfer); Cultural Differences; Educational Trends; *Faculty College Relationship; *Higher Education; *Open Enrollment; *Oral Tradition; *Student Characteristics; Student College Relationship; Teacher Administrator Relationship; Universities
IDENTIFIERS- *Mount Ida College MA

The metaphor of "open admissions," a consistent communication tradition at Mount Ida College, Massachusetts, is an oral tradition that has survived the many metamorphoses the college has experienced and provided consistency for the college mission and population. Begun as the Mount Ida School for Girls, the school was both Mount Ida School for Girls and a junior college by the 1920s. In 1982, it began granting baccalaureate degrees and became Mount Ida College. The college merged with several other schools and colleges in the late

ED 360 672 CS 508 260

Stahle, Renee Beth; McGukin, J. Drew
Communication Is Not Supposed To Be This Hard: A Survey on the Status of Instruction in the Undergraduate Communication Theory Course.
PUB DATE- Apr 93
NOTE- 27p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Course Content; Higher Education; National Surveys; *Teaching Methods; Textbook Selection; Undergraduate Study
IDENTIFIERS- Educational Issues

A study assessed the status of the undergraduate general communication theory course at small and large colleges. Questionnaires were mailed to 261 programs in the United States listing a communication theory course in their catalogues. A total of 62 questionnaires were returned, for a response rate of 24%. Results indicated: (1) a clear preference for surveying many theories and providing alternative perspectives and knowledge about the discipline; (2) applying and analyzing theories; (3) choosing textbooks on the basis of the theories covered and readability of the text; and (4) using lecture and discussion. There was little agreement, however, on which theories and/or theorists should be covered. This lack of agreement raises larger issues about the status of the communication discipline and what it does or should mean for students to be literate and appropriately socialized into the communication discipline. (Four tables of data are included; 19 references are attached.) (Author/RS)

ED 360 673 CS 508 262

Shelton, Michael W.; Shelton, Karen
Silence Please--Silence as a Component of Interpersonal Communication.
PUB DATE- Apr 92
NOTE- 13p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; Cultural Differences; Higher Education; *Interpersonal Communication; *Nonverbal Communication; Politics; Undergraduate Students
IDENTIFIERS- *Silence

Silence functions as a unique form of interpersonal communication and should be presented to students of communication as such. Scholars recognize silence as an important, independent feature of interpersonal communication and significant enough to warrant examination. However, the study of silence (and other nonverbal communication forms) as an independent communication form is in its infancy. The general view is that silence has many possible meanings that can run along a continuum which encompasses both desirable and undesirable ends. Different cultures and different societies have variable attitudes,

Cross Case Analysis. Project Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 38p.; For the case studies of individual schools analyzed here, see EA 025 122-125.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Leadership; Leadership Styles; *Organizational Change; *Organizational Climate; *Participative Decision Making; Politics of Education; Power Structure; Teacher Administrator Relationship

This report describes four schools (two elementary, one middle, and one senior high) whose administration and faculty made longterm commitments to curricular and organizational change to meet the needs of a diverse student population. Data sources included observation of meetings; conversations with staff members; and informal interviews with district administrators, teachers, and in some cases, parents and students. Brief summaries of each case study are provided in which changes in curriculum, instruction, and school organization during the 1991-92 school year are discussed. Findings indicate that power and decision-making authority are continually negotiated and renegotiated among all participants, and that visions of change compete as teachers, principals, and district officers struggle to maintain control and permit others to participate in shaping the short- and long-term direction of the school. Finally, in order to maintain and expend the reform initiatives, schools are developing an entrepreneurial focus. (Contains 21 references.) (LMI)

ED 360 693 EA 025 133

Beck, Jamie Sue; And Others
Moving toward a Task Focus in Middle Level Schools. School Leadership and Education Reform Occasional Papers: OP#11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 37p.; Paper presented at the Annual meeting of th American Educational Research Association (San Francisco, CA, April 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Cooperation; Educational Objectives; Junior High Schools; Middle Schools; *Resistance to Change; School Restructuring; *Theory Practice Relationship
IDENTIFIERS- Rockefeller Foundation

This paper focuses on how school practitioners respond to middle-school reform when it is approached from a research-based, theoretical framework. Using a goal-theory framework, a school-university collaboration at a middle school in a small midwestern town sought to move the school culture toward a task-oriented learning environment. Evaluation methods included onsite observation and interviews conducted with 11 coalition team members, which included the assistant principal, a parent and former student, and 9 teachers. Initial findings suggest that "getting kids interested in learning" was accepted as a guiding mission; however, teachers and the vice principal held

ED 360 712 EA 025 158

Berry, James E.
Redefining Roles for Shared Decision-Making: Organizational Leadership for School Systems.
PUB DATE- 93
NOTE- 14p.; Paper presented at the Annual Conference on Creating Quality Schools (2nd, Oklahoma City, OK, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; *Educational Cooperation; Elementary Secondary Education; *Interprofessional Relationship; *Organizational Change; *Organizational Development; *Participative Decision Making; Principals; Superintendents; Teacher Role

Ways in which roles are being redefined as school systems move toward organizational structures based on shared decision making are described in this paper. Specifically, teachers need training to function as effective decision makers and principals must learn to be instructional facilitators. Principals acting as facilitators must possess skills in conflict resolution, communication, and group processes. The superintendent, as a facilitator of organizational change, has ultimate responsibility for coordination, implementing, and sustaining shared decision making. The board of education must support systemwide collaboration, develop guidelines, and exercise authority as a policymaker. A conclusion is that the implementation of shared decision making must encompass the entire organizational structure of a school district. (LMI)

ED 360 713 EA 025 160

Indrebo, Astri Mueller; And Others
School-Based Evaluation: Three Norwegian Studies.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Evaluation Problems; Foreign Countries; *School Based Management; School Effectiveness
IDENTIFIERS- *Norway

Like many countries, Norway in the 1980s decentralized many government functions including public education. However, there was concern over maintaining common national education goals and evaluating schools' performance. Decentralization in schools also included school-based evaluation, evaluation done by and in the school. Three studies of school-based evaluation looked for interrelations among leadership, evaluation, and development. The first study of principals and teachers at 33 primary schools found that the schools varied considerably in how they defined self-evaluation and the methods they used. The second study was an indepth examination of one school involved in self-evaluation. It found that self-evaluation was largely management driven and received mixed reviews from school personnel. The third study, a survey of teachers and members of self-evaluation planning groups, found that schools need aspects: first, as innovations in organizational arrangements and second, as developers and implementers of programmatic innovations. Innovation research and legitimate reasons. Most of the EPP projects were initiated to address particular problems, although some were started because of disagreement among school leaders over how to address a problem. About half of the projects included all stakeholders in implementing the plan. The study found that partnerships grounded in opportunism had less feedback and had conflicting agendas. In general, educational partnerships help students move from school to adult responsibility. Students become more realistic about the demands of being an adult, business people gained appreciation for the complexity of education, and educators learned ways of improving curriculum and instruction. (Contains 13 references.) (JPT)

ED 360 732 EA 025 183

Polite, Mary M.
Leadership and Change: Working toward a Paradigm Shift.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Educational Change; Junior High Schools; *Middle Schools; *Participative Decision Making; Resistance to Change; School Effectiveness; *School Restructuring
IDENTIFIERS- *Ferguson Florissant Reorganized School District MO

This paper reports the findings of a case study that examined leadership as a shared phenomenon. Conducted during the 1991-92 school year at Cross Keys Middle School in Ferguson, Missouri, data were derived from informal interviews with staff members; observation; formal interviews with 19 teachers, 3 counselors, 3 administrators; and document analysis. Five broad themes related to mission, change, decision making, school culture, and professional development emerged from the data and provided the foundation for the development of a leadership typology. The leadership typology depicted the prestigious, visionary, instructional, positional, and resistance leaders who worked both in harmony and conflict to bring about the changes in the school. These leaders, who were distributed throughout the school, acted on their own to exercise their influence through formal groups and committees or informally through social interaction with the staff. The resulting culture of conflict and tension was accepted as a byproduct of their efforts to challenge individuals to make a shift in their personal paradigm about teaching and learning. Appendices contain the interview protocol and bibliography of documents. Two tables and one figure are included. (LMI)

ED 360 733 EA 025 184

Polite, Mary M.
A Case of Distributed Leadership: Middle School Transformation beyond Initial Transition.
SPONS. AGENCY- Office of Educational Research and Improvement

cited the need to set aside time for staff development and receive full compensation for it. Conflicts with state and district requirements also were mentioned as a barrier to school-level restructuring. (Contains 14 references.) (JPT)

ED 360 751 EA 025 207

Back-to-School Forecast, 1993. United States Department of Education News.
PUB DATE- 3 Sep 93
NOTE- 21p.; The statistical data in this news release are based primarily on upcoming editions of the "Digest of Education Statistics," "Condition of Education," and "Projections of Education Statistics to 2004."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Enrollment; Federal Aid; Government Publications; Higher Education; *Private Financial Support; Private Schools; Public Schools; *School District Spending; *School Statistics; *State Aid

Overall education spending in the United States is expected to reach a record $493.3 billion for 1993, up 50 percent since 1983, according to the U.S. Department of Education. Public education accounts for $397.3 billion and private education $96 billion. The proportion of U.S. gross domestic product (GDP) spent on education also increased from 6.7 percent in 1983 to a predicted 7.9 percent for the 1993-94 school year. About 94 percent of the funding for public elementary and secondary schools is expected to come from state and local sources, with the federal government contributing the remainder. Spending for elementary and secondary schools is expected to total $279.4 billion. More than 6.6 million preschool and kindergarten children and 48.9 million elementary and secondary students are expected to enroll for fall 1993 with minority children making up an increasing percentage. After declining during the past decade, the number of high school graduates is expected to climb in 1994-95 to about 2.5 million. About 7.9 million people will be employed in elementary-secondary and higher education. The number of students enrolled in and earning degrees from colleges and universities is expected to reach an all-time high during 1993-94. Overall and per-pupil spending at colleges and universities is also expected to increase. Eight tables and five charts detail the results of the findings. (JPT)

ED 360 752 EA 025 215

Wood, Fred; And Others
How To Organize a School-Based Staff Development Program.
PUB DATE- 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Faculty Development; Models; Participative Decision Making; *Program Development; Program Implementation; *Staff Development

This booklet describes one of the earliest staff development (mainstream or segregated setting) on later school age special or regular class placement. Evaluation after 3 years indicated that children with developmental delays from segregated preschool settings were twice as likely to retain special education eligibility in kindergarten as their mainstream counterparts and were three times as likely to receive service in segregated settings. A quarter of the segregated preschool group and 62 percent of the mainstream preschool group moved into regular kindergarten placements. Over the 3 years, typical children were increasingly placed in classes in which mainstreaming of some children with disabilities was occurring. The findings indicate increased use of mainstreaming to provide children with inclusive education. Implications of the findings are discussed in terms of fiscal aspects of programming for children with special needs, teacher training, and policy regarding initial placement decisions. Appended is a list of resources for information on early childhood policies and programs. (Contains 23 references.) (DB)

ED 360 772 EC 302 344

First, Patricia F.; Curcio, Joan L.
Individuals with Disabilities Implementing the Newest Laws. The Practicing Administrator's Leadership Series.
PUB DATE- 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accessibility (for Disabled); *Compliance (Legal); *Court Litigation; *Disabilities; *Educational Legislation; Elementary Secondary Education; *Equal Education; *Federal Legislation; Federal Regulation; Higher Education; Preschool Education; School Districts
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; Rehabilitation Act 1973

This booklet summarizes provisions and regulations of recent federal legislation and case law examples mandating equal access for children and youth with disabilities in schools. The first chapter addresses the importance of complying with both the letter and spirit of the equal access principles underlying these laws. The second chapter summarizes the Americans with Disabilities Act of 1990, including the purpose of the statute, its legislative background, definitions of terms, major provisions, specific Titles, enforcement and remedies, impact of the Act, and where to go for help or additional information. The Individuals with Disabilities Education Act of 1990 is covered next. The summary includes major provisions of the Act, provisions for medically fragile children and related services, case law concerned with least restrictive environment, amendments and modifications, impact of the Act, and where to go for help or additional information. The fourth chapter examines the Rehabilitation Act of 1973, with emphasis on recent interpretations and case law. This chapter includes the purpose of the statute, its legislative background, major provisions, attention deficit disorders, local education agencies and Section 504, recent cases, and legislative impact. The final chapter looks at the impact of the equal access principle, including philosophies and beliefs and the role of the school administrator. (Contains an annotated bibliography of 15 items and 65 references.) (DB)

NOTE- 21p.; "Focal Point" is "The Bulletin of the Research and Training Center on Family Support and Children's Mental Health."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Caseworker Approach; *Emotional Disturbances; Family Involvement; Government Role; *Mental Health Programs; Parent Attitudes; *Parent Participation; *Professional Education; Program Evaluation; Program Implementation; *Public Policy; Research Needs; State Agencies; State Government
IDENTIFIERS- *Case Management

This theme issue of "Focal Point" offers an overview of a range of children's mental health case management issues. Articles include: "Case Management for Families and Children" (Theresa J. Early); "Expectations of Case Management for Children with Emotional Problems: Parent Perspectives" (Richard Donner and others); "Principles of Training for Child Mental Health Case Management" (Marie Weil and others); "Case Management Research Issues and Directions" (Barbara J. Burns and others); and "Implementing and Monitoring Case Management: A State Agency Perspective" (Lenore B. Behar). The articles discuss functions of case management; principles of development of case management programs; the relationship between case managers and families; the core areas of child mental health case management training, which consists of values, knowledge, and skills; and the role of the states in promulgating philosophy and attitude changes, setting program policies and standards, providing training, ensuring funding, and monitoring and evaluating services. The bulletin concludes with profiles of staff of the Child, Adolescent and Family Branch of the Center for Mental Health Services of the U.S. Substance Abuse and Mental Health Services Administration, and with notes concerning research projects, programs, and conferences. (JDD)

ED 360 792 EC 302 364

Pizzo, Peggy; And Others
Lessons Learned: Provision of Technical Assistance to States. Better Care for the Babies Project.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.; Smith Richardson Foundation, Inc., Greensboro, N.C.
PUB DATE- Apr 93
NOTE- 82p.; Funding also provided by the Pittway Corporation Charitable Trust.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *At Risk Persons; Case Studies; *Day Care; Infants; Low Income Groups; Outreach Programs; Preschool Education; *Program Improvement; Public Policy; *State Programs; *Technical Assistance; Toddlers
IDENTIFIERS- Florida; Illinois; Utah

The Better Care for the Babies (BCTB) Project was initiated in April 1989 to help states improve the quality of infant and toddler child care, especially for low-income children whose parents are in the labor force and/or making the transition from welfare to work. The BCTB Project initiated ongoing, negotiated, goal-directed technical assistance with three state interagency teams in Florida, Illinois, and Utah; conducted a national technical assistance forum; and implemented national outreach through the preparation and dissemination of policy papers. The chapters of this case study describe the background

Teaching of Foreign Languages language proficiency scale, are aimed at developing non-interactive listening comprehension. The tapes used contain authentic broadcast Russian. Nothing is adapted. The trick to using real Russian is not to adapt the script, but to adjust the task required of the student. Tasks are basically two types: preparatory and sensitizing. Several recommendations are made on how to plug the exercises into a curriculum: (1) students should do television exercises at home or in the language lab, not in class; (2) students should be given ungraded feedback in English; (3) students should provide feedback; (4) budget enough time; (5) make sure that students do the exercises properly; (6) students must live with the frustration of not understanding every word; (7) students should be encouraged to work together. An additional section to the student gives instructions on how to use video exercises and how they are designed to help with listening comprehension. (AB)

ED 360 811 FL 020 692

Teaching Reading in Russian, Volume 1. Instructional Materials for the Less Commonly Taught Languages.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 145p.; For related instructional materials, see FL 020 691-693.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Instructional Materials; Language Proficiency; Newspapers; *Reading Comprehension; *Reading Strategies; *Russian; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Authentic Materials

These reading comprehension exercises, based on authentic Russian texts, are aimed at developing reading strategies in lower-level students of Russian. The exercises are designed for students reading at the Novice and Intermediate levels as determined by the American Counsel on Teaching of Foreign Languages (ACTFL) and the Educational Testing Services (ETS). They are meant primarily to develop reading strategies, especially that of activating background knowledge on a given topic. Several recommendations are made on using the exercises: (1) students must learn to live with the frustration of not understanding every word; (2) exercises should be done in class; (3) getting the "right" answer is not the main point of the exercises; (4) give students ungraded feedback in English; (5) intercultural understanding should be encouraged; and (6) the topic should be familiar. The activities presented are the result of a research project and have been created to study the impact of proficiency-oriented materials on instruction and curriculum. They were being used in an immersion teaching situation during their design phase. Topics covered by the exercises include: (1) weather, (2) meetings and greetings, (3) international events, (4) American domestic politics, (5) human interest, (6) school and work, (7) sports, (8) cultural events, (9) consumer goods and services, and (10) films and entertainment. An evaluation form for the instructor is also included. (AB)

ED 360 812 FL 020 693

United States, and 36 non-teaching native Arabic-speakers living in Lebanon. Ratings were given both holistically and on a nine-point scale of proficiency. Three response dimensions were assessed specifically: grammar/pronunciation; creativity in presenting information; and amount of detail provided. Results indicated variability of performance across tasks as well as between individuals. In sum, it was found that oral ability, tasks, and raters all affected students' scores. Further analysis of the effects of different tasks and of different raters on assessment of second-language performance is recommended. A 23-item bibliography and analysis data are appended. (MSE)

ED 360 831 FL 021 406

Ulanoff, Sharon; Pucci, Sandra
Is Concurrent-Translation or Preview-Review More Effective in Promoting Second Language Vocabulary Acquisition?
PUB DATE- 14 Apr 93
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- *Advance Organizers; Bilingual Education; Classroom Techniques; Comparative Analysis; Elementary School Students; *English (Second Language); Grade 3; Instructional Effectiveness; *Learning Strategies; Limited English Speaking; Primary Education; Second Language Learning; *Second Languages; Spanish Speaking; *Translation; *Vocabulary Development

This study investigated the effectiveness of two English second language (ESL) teaching methodologies commonly used in bilingual classrooms: concurrent translation, often criticized but widely practiced, and dual language preview-review, which combines introductory and follow-up exercises in the first language and lesson teaching in the second language. Subjects were 60 native Spanish-speaking third-grade students of mixed Spanish and English reading skills, divided into three groups. One (n=16) was a control group, one (n=21) was taught using concurrent translation, and one (n=23) was taught using the preview-review method. All had the same teacher. Pre- and posttests of vocabulary acquisition were administered and analyzed. Results indicate that the children learned and retained far more vocabulary with the preview-review method. However, students taught with the concurrent translation method who took a delayed posttest performed better than those with a posttest immediately after treatment; this difference was not statistically significant. The findings support the use of preview-review in the bilingual classroom. Further research on the possible negative effects of the concurrent translation method, on long-term treatment effects, and on methods building on student background knowledge is recommended. A 57-item bibliography and the vocabulary test used are appended. (MSE)

ED 360 832 FL 021 409

Endo, Russell, Ed.; And Others
Contemporary Perspectives on Asian and Pacific American Education.
PUB DATE- 90
NOTE- 211p.; This book is based primarily on selected papers presented at recent annual conferences of the National

Queens College

The instructor's reference manual constitutes one segment of a project to support and enhance the multicultural dimension of education and campus life at Queens College (New York). The manual contains summaries of four faculty development seminars on multicultural education, diversity, and use of authentic cultural materials in college instruction, especially in the foreign language classroom. They included panels, speakers, and group discussions related to specific languages (French, Italian, Spanish). Each seminar is outlined and its content is summarized. Samples of authentic cultural materials and suggested strategies for teaching culture and cross-cultural understanding in the foreign language classroom are included with the summaries. In addition, a partially annotated bibliography cites resources on multicultural education in the United States; cultures of the French-speaking, Italian-speaking, and Spanish-speaking communities; cultural diversity in Europe; classroom strategies for teaching language and culture; and developing cross-cultural understanding. (MSE)

ED 360 854 FL 021 437

Sosa, Alicia Salinas; Gonzales, Frank

Teachers Need Teachers: An Induction Program for First Year Bilingual Teachers.

PUB DATE- Feb 93

NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (22nd, Houston, TX, February 24-27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Beginning Teacher Induction; Bilingual Education; *Bilingual Teachers; Elementary School Teachers; Elementary Secondary Education; Hispanic Americans; *Limited English Speaking; *Mentors; Orientation; *Peer Relationship; Program Descriptions; Secondary School Teachers; *Teacher Persistence; Teacher Supply and Demand; Vocational Adjustment

A critical shortage of bilingual teachers exists in Texas. While the Hispanic population has grown at a 39% rate, the number of Hispanic teachers has declined. The Teachers Need Teachers program in San Antonio pairs about 75 new bilingual education teachers with experienced bilingual education teachers, who serve as mentors. Its purpose is to enhance retention of teachers in a critical shortage area, where negative job-related factors such as professional isolation, conflicting philosophies, heavy workload, and lack of access to needed materials cause many teachers to leave their jobs. Special needs identified include direct teacher assistance in implementing bilingual education strategies and practices, assistance in teaching English as a Second Language, assistance in teaching nontraditional students, reduction of job-related stresses, and access to bilingual materials. The program's design is intended to provide support through specific phases of a new teacher's experience, enhancing self-confidence and persistence. Mentor teachers are selected for their experience, competence, and supportive characteristics and are matched by grade level with entry-level teachers. Activities include six training workshops and varied support services (bulletins, instructional materials, mentoring and coaching activities, observations and demonstrations, resource-lending and information-sharing, planning and feedback sessions). Mentor

Meeting the Needs of the Gifted and Talented Limited English Proficient Student: The UHCL Prototype.
PUB DATE- 93
NOTE- 21p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p115-133; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Counseling Services; Course Descriptions; Creativity; Curriculum Development; Elementary Secondary Education; *Gifted; Higher Education; *Identification; *Limited English Speaking; Productivity; Program Descriptions; Program Design; Student Characteristics; Student Needs; Student Placement; Surveys; *Talent; *Teacher Education Curriculum
IDENTIFIERS- *University of Houston Clear Lake TX

The needs of gifted and talented limited English proficient (G/T LEP) students are being poorly met. A University of Houston-Clear Lake (UHCL), Texas, teacher education curriculum designed to train teachers in the identification, placement, and instruction of gifted and talented limited English proficient students (GT/LEPs) is discussed. As background material, information in four related areas is presented, including: (1) a review of research on these topics; (2) survey results concerning common GT/LEP assessment and instructional practices in states with high Hispanic-American populations; (3) characteristics of Hispanic GT/LEPs as perceived by the community, based on a survey; and (4) results of a study to establish national consensus about instructional objectives of an exemplary GT/LEP program. Finally, a set of five 3-hour instructional modules and additional coursework developed for GT/LEP teacher training are described briefly. The course description, prerequisites, and objectives for four UHCL courses are appended. These include courses in teaching and parenting gifted children and young adults, curriculum development for the gifted, creativity and productivity, and counseling the gifted. (MSE)

ED 360 873 FL 021 465

Duran, Luisa
Some Connections between Bilingual Education and ESL Programs.
PUB DATE- 93
NOTE- 9p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p135-141; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Classroom Techniques; Comparative Analysis; Cultural Pluralism; Educational Objectives; Educational Strategies; *English (Second Language); *Ethnicity; Holistic Approach; *Multicultural Education; Program Design; *Second Language Programs

It is proposed that as both bilingual education (BE) and English-as-a-Second-Language (ESL) programs continue to define their specific philosophies more clearly, the definitions are beginning to overlap in significant ways. In differing degrees, emotional aspects of academic achievement. In a simulated college classroom study, 228 male and female introductory psychology students at the University of Manitoba wrote an aptitude test and were classified into Perceived Control (low, high) categories based on perceptions of control over performance. Students also completed the Multidimensional Multiattributional Causality Scale, which assesses students' locus of control, and were classified into Internals and Externals, thereby forming a 2x2 factorial design. Students were then presented with either low or high expressive instruction, completed a post-lecture achievement test, and post-achievement questionnaire. Student perceptions had an effect on achievement outcomes and effects in both expressive instructional conditions. Incongruent perceptions of control, as demonstrated by externals with high perceptions of control, identified the at-risk students. High Perceptions of control for externals did not correspond to their attributions (low ability and high luck) responses indicating a lack of personal responsibility. Student affect, as defined by anger, was most prominent among low control internals and least among high control internal under low expressive instruction. Contains 15 references and 6 figures. (JB)

ED 360 892 HE 026 625

Conklin, John J.
The Development of Strategic Plans for Implementing Distance Education in Social Work Education.
PUB DATE- Jun 93
NOTE- 197p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Attitudes; Adult Education; *Curriculum Design; *Distance Education; Graduate Study; Higher Education; Institutional Characteristics; Library Research; Masters Degrees; *Pilot Projects; Professional Education; Program Development; *Social Work

This research project developed two strategic plans for distance education in social work. The project involved use of a developmental problem-solving methodology, creation of a conceptual framework thorough a literature search, visits to sites that use distance education, consultations with experts, and attendance at local and national conferences. In addition the project resulted in the initiation of a pilot training program at the University of Connecticut (UCONN) School of Social Work which included lectures and development of a technology and a 15-minute videotape. Administration of an effectiveness questionnaire with 57 students indicated a positive response to the UCONN program. A questionnaire responded to by 96 directors of field education in Canada and the United States indicated that not many schools of social work are currently using distance education though some social agencies are beginning to use distance education. Overall the project concluded that distance education can enhance social work education, that it is already being used by other professions, that it has no geographic, physical or temporal limitations, and that it can be used to restructure social work education. Appendixes contain the UCONN plan, the student questionnaire, and information on curriculum and teaching, costs, and evaluation. Contains more than 200 references. (JB)

ED 360 893 HE 026 627

Planning; Medical Schools; Pharmaceutical Education; Public Health; *Strategic Planning; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *AIR Forum; *University of Puerto Rico

A study of Strategic Planning at the Medical Sciences Campus (MSC), a unit of the University of Puerto Rico, examined the structures and cultures which may hinder the strategic planning process. The study collected data through a questionnaire which used an ecosystem dual rating scale to request information on the importance and frequency of occurrence of certain factors that contribute to the enhancement or hampering of the strategic planning process at MSC. The questionnaire cohort included participants (N=83) in eight strategic planning committees throughout the institution, including junior and senior faculty members, students, academic administrators, executive administrators, distinguished professors, five former chancellors, non-teaching personnel representatives, planners, and institutional researchers. The study concluded that the administrative, planning and cultural systems may hinder the strategic planning process and should be considered carefully during the pre-planning, and post-planning evaluation process. Other inhibiting factors were the lack of an effective information system, lack of integration between the strategic planning process and the operational administration, incongruence between the strategic plan and the annual budget, ineffective management of conflicts, and lack of revision of the benefits derived from the strategic planning process. (Contains 45 references.) (JB)

ED 360 911 HE 026 649

Cooper, Pamela A.; Hensley, Oliver D.
Faculty Perceptions of Measures of Activity and Productivity. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Faculty; Engineering Education; *Evaluation Criteria; Faculty Publishing; Higher Education; *Productivity; Research and Development; Science Teachers; *Teacher Attitudes
IDENTIFIERS- *AIR Forum; Faculty Productivity Reports

A study was done of faculty perceptions of the accuracy and validity of various time-related personnel activity and productivity reporting measures, and of faculty's willingness to participate in these measures. In the first stage of the study 1,000 randomly-selected faculty from 200 institutions of higher education that have the highest levels of total separately budgeted science/engineering research and development expenditures were mailed a survey instrument entitled "Faculty Perceptions of Activity and Productivity Reporting." Faculty responses included suggestions for activity and productivity measures and those suggestions appeared in a followup survey, "Faculty Perceptions of Measures of Productivity," sent to the original cohort and an additional 10,000 science and engineering research and development faculty. The first survey received a 24 percent response rate; the second a 21 percent response rate. Results indicated that faculty think that reporting the percentage of time spent in

(ASQ) data from 1988 through 1992 to determine whether any trends could be identified, specifically with regard to the degree of importance ascribed to the 20 college characteristics listed on the questionnaire and to patterns in financial aid applications and awards. Analysis of 5 years of ASQ data confirms the importance of academic quality in students' college choice. In particular, students are concerned about faculty quality and access. The cost of attending is showing an ongoing continued rise in importance to students with over 60 percent of the 1992 ASQ respondents indicating that this factor was very important in their college choice. Data also indicated that the number of need-based financial aid applications and awards, as well as merit-based awards, increased significantly at both the ASQ participating colleges and other colleges, thus confirming the importance of cost as a factor in college choice. Contains 17 references. (GLR)

ED 360 929 HE 026 667

Taylor, Alton L.; Martin, Joseph C., Jr.
Predicting Alumni Giving at a Public Research University. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; Attitudes; Comparative Analysis; Data Analysis; Demography; Discriminant Analysis; *Donors; Financial Support; Higher Education; Individual Characteristics; *Predictor Variables; *Private Financial Support; Public Colleges; Research Universities; Surveys
IDENTIFIERS- *AIR Forum

This study investigated selected attitudinal and demographic factors, involvement, and philanthropic awareness of alumni donors and non-donors from a Research I, public university. A random sample of 500 alumni (250 donors and 250 non-donors) was selected from a population of 37,691, resulting in 371 (74 percent) usable surveys. Discriminant function analysis was applied to the data to determine if group membership for donor status (donor or non-donor) and group membership for donor level could be predicted. The study revealed that donor or non-donor status for alumni is predictable with a moderate-to-high degree of accuracy. The most powerful discriminating variables between alumni donors and non-donors within the population examined were: family income, perceived need for financial support, reading alumni publications, subsequent enrollment for graduate work, belonging to a special interest group, and involvement with the university as an alumnus. The most powerful discriminating variables between high- and low-donors within the population examined were: subsequent enrollment for graduate work, family income, perceived need for financial support, involvement with the university as an alumnus, participation in the Greek system or departmental club/organization, and religious preference. The study suggests that university development and alumni offices should work collaboratively in inviting alumni to participate in events that parallel activities reflective of alumni interests during their time as students. (Contains 17 references.) (GLR)

ED 360 930 HE 026 668

concentrated, and the order of priority to be given to various research areas in distance education. Five-page questionnaires were mailed to 90 randomly selected members of the International Council for Distance Education. Usable questionnaires were received from 33 persons (20 males and 13 females) for a response rate of 37 percent. More than 40 percent of the respondents agreed that little research information was available on the following: learner characteristics, development of students' study skills, expert learning systems, and professional development of distance education. More than 70 percent of the respondents agreed that the research efforts should be concentrated in the following areas: design and development of study materials, instructional and communications technologies, learner characteristics, development of students' study skills, systems for providing feedback to students, teacher education, teleteaching and learning, management and planning, and student support services. Funding, lack of personal interest in research projects, and ability to find a researchable problem were ranked as the three biggest problems facing researchers in distance education. (MN)

ED 360 479 CE 064 062

Siebert, Al; Gilpin, Bernadine
Time for College: The Adult Student's Guide to Survival and Success! Second Edition.
PUB DATE- 92
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Students; Anxiety; Career Choice; Cognitive Style; Higher Education; Learning Strategies; *Nontraditional Students; School Orientation; Social Support Groups; *Student Adjustment; *Student College Relationship; Student Financial Aid; *Study Skills; Success; Teacher Student Relationship; *Time Management; Writing Skills

This guide is designed to help adult students survive and succeed in their college studies. Its 15 chapters contain practical advice on the following topics: obtaining the help available to adult students, confronting and overcoming fears and concerns, enrolling in a program and financing its costs, getting acquainted with the campus during orientation, gaining the support and encouragement of family and friends, balancing going to college with working, succeeding in college, managing available time and studying efficiently, learning the best way to study, getting high grades on tests, writing excellent papers, learning about one's own writing style, influencing instructors and salvaging poor grades; thriving under pressure, and learning in the school of life and developing a survivor's personality. An appendix on career choice and change, a list of 35 sources and suggested readings, a sample weekly schedule grid, and an index are also included. (MN)

ED 360 480 CE 064 078

World-Class Workforce Preparation: Empowering Illinois Area Vocational Centers for New Realities.
PUB DATE- 92
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

standards and credentials. Officials in 19 states were interviewed, case studies of programs in 3 states (Georgia, Pennsylvania, and Texas) were conducted, and focus group discussions were held with 25 individuals. State skill standards were generally found to be tied to broader efforts to reform the education system in general and vocational education in particular. The forces driving the development of standards and credentials varied by state; however, business and industry involvement proved critical in all states studied. The methodologies used to develop skill standards have drawn heavily on the DACUM (Developing a Curriculum) process and the work of the Vocational-Technical Education Consortium of States. Many states have already undertaken major initiatives to develop assessment processes, and many states are planning to implement statewide processes that would involve the use of performance-based assessments (including portfolios) together with traditional written tests. No state has yet developed a statewide credentialing process, and development efforts across states and at the national level have been fragmented. (A 10-item bibliography is provided. State-by-state phone survey results and the three case studies are appended along with a list of focus group participants.) (MN)

ED 360 499 CE 064 156

VISTA. An Evaluation Report on Volunteers in Service to America.
SPONS. AGENCY- ACTION, Washington, DC. Office of Policy Research and Evaluation.
PUB DATE- May 93
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Benefits; *Community Programs; Cost Effectiveness; Federal Programs; *Organizational Effectiveness; Program Content; Program Costs; *Program Effectiveness; *Voluntary Agencies; *Volunteers
IDENTIFIERS- *Volunteers in Service to America

The Volunteers in Service to America (VISTA) program was evaluated from the standpoint of its impact on three groups: VISTA volunteers, communities served by VISTA sponsors, and sponsoring organizations to which VISTA volunteers are assigned. Survey questionnaires were sent to 1,250 of the 3,400 VISTA volunteers currently in service, 494 current and former VISTA supervisors, and 750 members of communities served by VISTA projects. Response rates ranged from 87 percent for supervisors and community members to 64 percent for volunteers. The study established that 75 percent of VISTA volunteers have attended college, and 80 percent lived in the community served by their sponsoring organizations before volunteering for VISTA. Most VISTA volunteers worked in the areas of community planning and organization, education, and literacy training at an average direct cost to the federal government of $11,837 annually. Volunteers reported gaining considerable benefits from their VISTA experience, including personal satisfaction, career development, and increased community awareness. VISTA projects have been catalysts for improving the capacity of sponsoring organizations to serve local communities, and sponsors and communities are often able to sustain VISTA initiatives after VISTA funding ends. (The four questionnaires are appended. Eleven references are listed.) (MN)

ED 360 500 CE 064 157

variables and decisions, technological assessments, hierarchical and time-oriented systems, analogies, and contradictions and compromises. A series of 27 principles of technology should be taught in learning modules based on a cognitive development model that proceeds from preoperations to concrete operations to abstract operations. (Contains 25 figures, 17 references.) (MN)

ED 360 518   CE 064 252

Gambone, Michelle Alberti
Strengthening Programs for Youth. Promoting Adolescent Development in the JTPA System.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 93
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; At Risk Persons; Demonstration Programs; Disadvantaged Youth; Employment Potential; *Employment Programs; Federal Legislation; Federal Programs; *Job Training; Personality Development; Postsecondary Education; Program Design; *Program Improvement; Secondary Education; Social Development; *Youth Employment; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This report is a first step in defining the direction in which the Job Training Partnership Act (JTPA) system should move to create programs that facilitate growth toward a socially constructive adulthood. An introduction describes the purpose and scope of a project that convened a panel of experts who generated the information, four background papers, and five case studies synthesized into this report. Chapter II examines briefly the role development plays in youth employability and lays out a developmental framework from which employment programs can be examined. Chapters III and IV focus on specific program features considered critical for providing environments that can enhance youth development. Chapter III considers assessment and engagement in program settings, including assessment and goals, tracking progress, engaging youth in programs, and how support services facilitate growth. Chapter IV describes a more systematic approach to staff selection and training, including structuring relationships between staff and youth, criteria and process for staff and youth, and staff training. Chapter V considers the current JTPA system in light of these critical features; Chapter VI recommends ways to begin incorporating practices into the JTPA system that could improve effectiveness by more directly promoting youth development. Appendixes include the following: 44 references, descriptions of 5 exemplary programs, and a training package for new staff, "A Developmental Approach to Job Training with 'At-Risk' Youth." (YLB)

ED 360 519   CE 064 253

Palagi, Robert G.
Competency Based Reading and Math Program for Adult Students Entering Vocational Training Programs.
PUB DATE- Jun 93
NOTE- 11p.; Paper presented at the Mid-America Competency-Based Education Conference (Bloomington, MN, June 1993).
LANGUAGE- English

initiated by virtually all agencies and programs involved in delivering welfare-to-work services during the period before the Job Opportunities and Basic Skills Program. The Governor's Office, the legislature, Departments of Human Services (DHS) and Commerce, Texas Employment Commission (TEC), Texas Education Agency, and the State Job Training Coordinating Council played substantive roles. Although the state-level initiatives had varying effects individually, as a whole they fostered an environment supportive of interagency coordination and collaboration. Interviews with local staff from the Job Training Partnership Act, DHS, and TEC sites focused on six program functions: planning, intake and eligibility determination, client assessment, case management, program services, and reporting and accountability. Of these six areas, coordination efforts were most visible in planning at all three sites. Evidence of coordinated activity in the other five functions varied greatly by site. (Appendixes include 32 references, interview guide, and list of interview participants.) (YLB)

ED 360 538 CE 064 315

Schexnayder, Deanna T.; And Others
A Baseline Analysis of Factors Influencing AFDC Duration and Labor Market Outcomes. Second in a Series of Reports on JTPA/Welfare Coordination Efforts.
PUB DATE- Jun 91
NOTE- 90p.; For related reports, see CE 064 314-316.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agency Cooperation; Career Education; Cooperative Programs; *Coordination; *Employment Patterns; Employment Potential; *Employment Programs; Employment Statistics; Federal Legislation; Females; Job Training; Mothers; Program Effectiveness; State Programs; Statewide Planning; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Job Opportunities and Basic Skills Program; *Job Training Partnership Act 1982; *Texas

This paper reports results of a baseline analysis of Job Training Partnership Act-welfare coordination efforts in Texas. Following an introduction, section II provides a brief overview of the literature on welfare dynamics and program participation and describes Texas programs to move Aid to Families with Dependent Children (AFDC) recipients into the labor force. Section III describes the research methodology. Section IV presents and interprets the statewide statistical results for the baseline period and discusses key differences between statewide and substate results. Among the key findings noted in Section V are the following: (1) the overwhelming majority of persons who left AFDC did so for reasons other than employment; (2) the factors strongly associated with both lengthening a caretaker's time on welfare and reducing employment exit probability were largely personal; (3) JTPA participation increased caretakers' chances of leaving welfare for employment but had little impact on keeping them from returning to the rolls; (4) factors having the greatest influence on a caretaker's return to AFDC were almost all personal/demographic; and (5) expected employment duration of those AFDC caretakers who were successful in leaving welfare for employment was 6.6 months, with very few factors associated with improving the length of employment. Appendixes include 61 references, complete results for 5 substate regions, and a more

ED 360 556 CE 064 350

Sargant, Naomi
Learning for a Purpose: Participation in Education and Training by Adults from Ethnic Minorities.
PUB DATE- 93
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Books (010)
DESCRIPTORS- Adult Education; *Continuing Education; Demography; Educational Needs; *Enrollment Trends; *Ethnic Groups; Foreign Countries; *Minority Groups; National Surveys; Needs Assessment; *Participant Characteristics; *Participation; Questionnaires; Student Educational Objectives
IDENTIFIERS- *Great Britain

A study examined the participation in education and training by adults from selected minority groups in Great Britain. The primary sample included 300 adults from the Caribbean and 300 from the Indian subcontinent. Two smaller exploratory samples were also surveyed, consisting of 100 adults of Chinese and 100 of black African origin. Findings regarding the education and training patterns of the individual groups were synthesized from unweighted data. In addition, the data for the total sample were weighted according to best estimates of the incidence of different groups resident in Great Britain and then analyzed to identify trends apparent in the sample as a whole. The groups represented in the survey demonstrated high levels of participation in education and training and very high levels of participation in informal learning. Among those who work, most education and training opportunities were not provided through current employers. Strong evidence of significant need and demand for the provision of accessible English language instruction and strong evidence of unmet demand across a broad range of mainly vocational subjects were also identified. (Technical notes on the survey and notes on the tabulations are appended along with the survey questionnaire.) (MN)

ED 360 557 CE 064 351

Hecker, Steven, Ed.; Hallock, Margaret, Ed.
Labor in a Global Economy. Perspectives from the U.S. and Canada. Conference Proceedings (Eugene, Oregon, September 1990).
PUB DATE- 91
NOTE- 311p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Competition; *Economics; Employer Employee Relationship; Foreign Countries; Forestry; *Global Approach; Health Care Costs; International Cooperation; International Relations; *International Trade; Labor Legislation; *Labor Market; *Labor Relations; Occupational Safety and Health; *Unions; World Affairs; World Problems
IDENTIFIERS- *Canada; United States

The following papers are included: "Introduction: Labor in a Global Economy" (Hecker, Hallock); "Labor in a Global Economy" (Marshall); "Canadian Labor Strategies for a Global Economy" (Carr); "Recent Developments in the Canadian Political Economy" (Watkins); "Labor and Politics in the U.S. and Canada" (Bernard); "The Political Action Strategy of the Washington

Respect Class offered in the 9th grade were compared to those of 8th, 9th, and 10th grade students who had not participated in the class (total N=368). All students completed a demographic questionnaire and the Assessment Instruments for Measuring Student Outcomes. The scores from the subscales of Knowing About HIV and AIDS, How Would You Feel?, and Your Attitudes were employed as dependent variables. Fourteen of 36 main effect comparisons and 2 of 36 interactions were statistically significant at the .05 level. Students who participated in the Sex Respect Class reported a more desirable attitude about condom use than did nonparticipants. Of class participants, those with above average grade points reported more knowledge of HIV/AIDS, a higher level of confidence concerning knowledge of HIV/AIDS, and a more desirable attitude about abstinence concerning HIV/AIDS than did participants with average grade point. Female participants reported a more desirable attitude toward people with HIV/AIDS, a more desirable attitude about peer pressure concerning HIV/AIDS, a more desirable attitude about abstinence concerning HIV/AIDS, and a more desirable attitude toward HIV/AIDS than did male students. (Instruments are appended; contains 31 references.) (NB)

ED 360 576 CG 024 953

Medina, Marianna K.
College Students' Attitudes toward Sexuality.
PUB DATE- Jul 92
NOTE- 90p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Birth Order; Dating (Social); Family Structure; Higher Education; *Sex Differences; *Sexuality; *Student Attitudes; Student Behavior; Undergraduate Students

This study was conducted to investigate the sexual attitudes of college students (N=384) at a Western Kansas university. Students completed the Sexual Attitudes Scale, the Personal Attribute Inventory, and a demographic questionnaire examining gender, birth order, family structure, and age at which one started dating. Of 20 main effects comparisons, five were statistically significant at the .05 level. Males reported more liberal attitudes toward Permissiveness and toward Instrumentality than did females. Those who started dating before age 13 reported a more liberal attitude toward Permissiveness than did those who began dating at age 13 or older. The youngest and oldest birth order subjects reported a more liberal attitude toward Permissiveness than did middle born subjects. Subjects who reported one to four negative words describing family had a more liberal attitude toward Permissiveness than did subjects who reported no negative words. An interaction between gender and the perception of family was found to be significant for the variable Permissiveness, as was an interaction among gender, family structure, and the perception of family. (Appendix includes instruments; document contains 46 references.) (NB)

ED 360 577 CG 024 954

Carmichael, Karla D.
Play Therapy with Special Populations.
PUB DATE- May 92
NOTE- 31p.; A presentation given at the University of Alabama for

major areas are discussed. The four areas include professional university-based training; inservice, on-the-job training; training for new careers; and technical assistance. Each section draws upon and briefly describes the related activities of a number of current initiatives that promise to have a sustained impact. Identifying information about the organizations sponsoring these initiatives is listed in the back of the report. Nine ambitious inservice training efforts, statewide in scope, are described; these nine training efforts are an integral part of ongoing reform efforts and several of them are linked with federal program reforms. Some recent trends in federal training programs are reviewed and suggestions are made for a number of ways in which the federal government could play a constructive leadership role in enhancing these new directions in training the human services workforce. The report ends with a list of 54 organizational resources and approximately 70 key references. (NB)

ED 360 596 CG 024 979

New Approaches to Career Counseling and Guidance. Report of K-12 Counseling Implementation Panel. Bulletin No. 93375.
SPONS. AGENCY- Council of Chief State School Officers, Washington, D.C.
PUB DATE- 2 Nov 92
NOTE- 132p.; Submitted to the Wisconsin Executive Cabinet for a Quality Workforce.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Education Work Relationship; Elementary Secondary Education; Student Needs
IDENTIFIERS- *Wisconsin

The beginning of this report briefly describes recommendations made to restructure Wisconsin's kindergarten through grade 12 school guidance and counseling programs and to charge school counselors with the task of providing all youth with comprehensive career development. Four components were recommended by the Wisconsin K-12 Guidance Implementation Panel: (1) create a new career information and employment data system; (2) establish local Career Resource Information Centers to provide one stop shopping for youth and adults to access comprehensive career education and job training information based on a new career information and employment data system; (3) transform the role of school counselors to support students in career development; and (4) establish a coordinated social services referral system so that students receive effective help in crisis situations. Each of these four components is discussed in this report and, for each component, the rationale, list of key principles and activities for a Wisconsin Career Information and Employment Data System, and implementation strategies are provided. A number of relevant materials are appended, including a report of the Secretary's Commission on Achieving Necessary Skills; the Wisconsin Student Assessment System; an appointment letter and list of panel members; the report "Status of School Counseling Programs: Implications for the School to Work Transition"; "Voices from School and Home" (a report); Wisconsin sources of labor market information; the current Wisconsin employment and training system (two charts); education, employment, and training programs; and the Level III Wisconsin Developmental Guidance Model. (NB)

Procedures for the Identification of More Effective and Less Effective Schools; and (4) More Effective and Less Effective Schools within Countries. (RS)

ED 360 615 CS 011 367

Lundberg, Ingvar; Linnakyla, Pirjo
Teaching Reading around the World. IEA Study of Reading Literacy.
PUB DATE- Jan 93
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; Elementary School Students; Foreign Countries; Intermediate Grades; Junior High Schools; Junior High School Students; *Reading Achievement; *Reading Instruction; Reading Research; School Surveys; *Teacher Characteristics; *Teaching Conditions; Teaching Methods
IDENTIFIERS- *Educational Issues; *International Evaluation Education Achievement; International Surveys

Building on an international survey including nearly 10,500 teachers and 200,000 students in 32 countries, this booklet presents empirical data relevant to the controversial issue of how children should be taught to read. The booklet examines a broad spectrum of teaching conditions, teacher characteristics, and instructional practices and relates them to the students' reading achievement. Chapters in the booklet are: (1) The Teaching of Reading; (2) Method and Design of the Study; (3) The Proximal Conditions of Teaching; (4) Teacher Characteristics; (5) Teaching Strategies; and (6) Teaching Practices and Student Achievement. (Contains 33 references.) (RS)

ED 360 616 CS 011 368

Arisawa, Shuntaro, Ed.; And Others
The Science of Reading. 1990.
PUB DATE- 90
NOTE- 194p.
LANGUAGE- Japanese
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Audiovisual Aids; College Students; Comics (Publications); Elementary Education; Foreign Countries; Higher Education; Japanese; Reading Aloud to Others; *Reading Comprehension; *Reading Instruction; Reading Research; *Social Studies; Story Telling; Visual Impairments; Vocabulary Development
IDENTIFIERS- *Japan

This collection of the 1990 issues of the Japanese-language journal "The Science of Reading" presents 23 articles (research reports and "personal views of reading") on a variety of questions dealing with reading. The articles in the collection all have summaries in English. Articles in the April issue are "The Effects of Oral Story-Telling and Reading Stories to Children" (A. Iihoshi); "Reading Guidance using Audio-Visual Aids" (Y. Ochiai); "The Effects of Explicitness Levels of an Actor's Goal on Context Formation between Sentences--The Linguistic versus Nonlinguistic Contexts" (Y. Sato); "Reading Instruction of Expository Texts--Reading for Information" (M. Akano); "Comprehension of Randomly Arranged Expository Texts" (M. Iwanaga); and "Teaching the Story 'Yamanashi' with a Focus on Its Slide-Projector-Like Effects--Involving the Reader in identify the discourse of authority for various situations (the teachers' role here might be one of devil's advocate as students first look at surface elements such as format and grammar rather than style, their approach to the subject, and the organization of ideas); (3) examine texts to see what is "absent" and to find traces of what is "present"; (4) determine what voices are possible in the text; (5) question whether readers should hear more than one voice; (6) compare the different meanings students as readers construct from the texts; and (7) examine what student texts say to readers and determine how student texts stand up to the above questions. Following these suggestions allows teachers to offer students the tools they need to be full participants in the power struggle of writing. In doing so, they appropriately teach the questions, not the answers. In postmodern society, the answers will inevitably fail. (SAM)

ED 360 636   CS 213 964

Busch, Kathy Antonen; Steinmetz, Sunny Deborah L.
Shake 'Em Up, but Don't Expect 'Em To Shake Up the World: Multicultural Education in (Mostly) Monocultural Classrooms.
PUB DATE- Apr 93
NOTE- 27p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Cultural Pluralism; Educational Methods; Higher Education; *Multicultural Education; Social Attitudes; Student Needs; Undergraduate Students; *Writing Instruction
IDENTIFIERS- *Cultural Sensitivity; Race Fairness; *Writing Contexts

Many students from cultures outside the mainstream learn about mainstream cultures at home; consequently, they are often less monocultural than students whose backgrounds are within the mainstream. For this reason teachers of writing who work for the most part with students from mainstream cultures need to provide multicultural education which asks them to encounter people who are different. Three strategies are effective in teaching multiculturally in a primarily monocultural college-level composition class: (1) through the Transformational approach themes, perspectives, and concepts are brought into the curriculum in such a way that students are able to examine them from the viewpoint of different cultural groups; (2) through the Multicultural Content Approaches multiple viewpoints are provided on multicultural issues using a combination of Analysis of Oppression and Cultural Pluralism approaches; and (3) through methods which develop Critical Thinking Skills. A fourth approach is to discuss problems which affect members of many groups (e.g., poverty), but which looks at social problems through many perspectives. The two multicultural content approaches (Analysis of Oppression and Cultural Pluralism) provide an opportunity for teachers to ask tough questions just as the Critical Thinking Skills are necessary for students to deal with those tough questions. (Four tables are included. Contains 31 references. (NH)

ED 360 637   CS 213 965

1980s. The admissions policy created a multi-cultural, multi-ethnic population long before that of other institutions. Even though the college has shifted to a "participatory management" approach that no longer reflects the tradition of the past, the institution's cultural tradition of open admissions has better prepared Mount Ida College for the greater shifts in cultural diversity than many other colleges. Faculty have more experience and expertise in delivering both academic material and individual counseling to students from varied backgrounds than peers at other colleges. Open admissions as a metaphor will remain a cause of creative tension between the faculty and the administration, but that tension has contributed to the college's being prepared for the immense influx of cultural diversity that has caused social identity problems on many campuses. (RS)

ED 360 655 CS 508 222

Cronin, Michael W.; Kennan, William R.
Using Interactive Video Instruction To Enhance Public Speaking Instruction.
PUB DATE- Apr 93
NOTE- 31p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New Haven, CT, April 28-May 2, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; *Instructional Innovation; *Interactive Video; *Public Speaking; *Speech Communication; Videodisks
IDENTIFIERS- Instructional Support

Noting that interactive video instruction (IVI) should not and cannot replace classroom instruction, this paper offers an introduction to interactive video instruction as an innovative technology that can be used to expand pedagogical opportunities in public speaking instruction. The paper: (1) defines the distinctive features of IVI; (2) assesses the effectiveness of IVI; (3) describes videodisc modules applicable for public speaking instruction; (4) provides information on equipment and costs for implementing IVI; and (5) suggests strategies for integrating video instruction into public speaking instruction. The paper concludes that IVI can provide effective oral communication instruction to students outside the classroom, thus allowing more time in the classroom for performance, feedback, evaluation, and discussion. (Contains 28 references.) (RS)

ED 360 656 CS 508 235

Rowley, Edwin N.
Keeping the Faith: Teaching Assistants and the Pursuit of Teaching Excellence.
PUB DATE- 15 Apr 93
NOTE- 12p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

values, and standards that they apply to the use of silence. The applications of silence stretch across a broad spectrum of interpersonal interaction and behaviors. The field of silence and the study of that broad area are both constantly expanding. (Twenty-eight notes are included.) (RS)

ED 360 674 CS 508 263

Pullum, Stephen J.
Where Did We Come From?: A Communication Analysis of the Creation-Evolution Controversy as Depicted in "Time," "Newsweek," and "U.S. News and World Report."
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communication Research; Content Analysis; *Creationism; *Evolution; *Mass Media Effects; *Mass Media Role; Media Research; *Periodicals; Public Schools; Scientific Concepts
IDENTIFIERS- *Educational Issues; News Magazines; *Print Media

Noting the potential effect of print media on society, a study addressed the question of how "Time," "Newsweek," and "U.S. News and World Report" (USNWR) have presented the creation-evolution issue (particularly as taught in public schools) to its readers. Thirty-nine articles published form 1980 to 1992 were analyzed: 21 articles from "Time," 12 from "Newsweek," and 6 from USNWR. The picture that these stories painted was encouraging for evolutionists but not for creationists. Evolution was portrayed as the school of thought that individuals should adhere to, primarily because most, though not all, scientists believe in it. However, the magazines also left readers with the impression that it is "okay" to believe in a God as the driving force behind the universe. Finally, creationists were generally portrayed by the magazines as "addlebrained obstructionists who, if given their way, would do significant harm to the scientific educational process" in the United States. (Contains 38 references.) (RS)

ED 360 675 EA 024 851

Steinhilber, August W.
First Amendment, Free Exercise and Establishment Clause Challenges for School Districts.
PUB DATE- 93
NOTE- 12p.; Paper presented at the Education Law Seminar Meeting of the National Organization on Legal Problems of Education (Breckenridge, CO, February 28-March 1, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constitutional Law; *Court Litigation; Elementary Secondary Education; Federal Legislation; *Intellectual Freedom; *Religion; *State Church Separation
IDENTIFIERS- *Religious Freedom Restoration Act 1993; Supreme Court

This paper discusses the potential impact of a federal bill, H.R.

competing beliefs that focused on fixing the students rather than the school. Obstacles to changing the deepest level of schooling included administrative constraints on teachers' time, teachers' varied viewpoints that contributed to a lack of focus, a technocratic mind set, and teachers' rejection of theoretical discussions. However, teachers did become more reflective and committed to examining principles for change. A conclusion is that because school change should be based on a rationale that relates to the nature of students and learning, goal theory may provide that guiding force. (Contains 42 references.) (LMI)

ED 360 694 EA 025 134

Krug, Samuel E.
Examining the Impact and Cost Effectiveness of a Model Inservice Program for Developing Effective Instructional Leaders.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; *Cost Effectiveness; Elementary Secondary Education; *Inservice Education; *Instructional Leadership; *Leadership Training; *Management Development; Professional Development; Program Evaluation
IDENTIFIERS- *Illinois

A study examined the impact and cost effectiveness of a principal leadership-development program. The program is based on one-on-one interaction between the participant and a leadership analyst, and it includes the following components: assessment, feedback, and construction of a one-year personal development plan. A survey mailed to 195 Illinois administrators who participated in the program yielded 120 responses, a 62 percent response rate. Respondents' evaluations of the program itself and its impact on them were strongly positive. A utility analysis of program costs and benefits concluded that when program costs are considered within the context of program returns, benefits far outweigh costs. Five tables are included. (Contains 15 references.) (LMI)

ED 360 695 EA 025 138

Monrad, Diane Mahony; Norman, Jean M.
A Descriptive Study of Eight School Improvement Councils in South Carolina.
PUB DATE- 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; Board Administrator Relationship; *Educational Improvement; Elementary Secondary Education; Governance; *Organizational Climate; *Participative Decision Making; *Policy Formation
IDENTIFIERS- *South Carolina

Findings of a study that examined eight South Carolina school-improvement councils (SICs) that were identified as effective are presented in this report. The sample included SICs from two high schools, two middle schools, and four elementary schools that had indicated in a previous survey that they had basic organizational structures, effective functioning, and a positive impact on the school. The study offers a descriptive sufficient time to prepare for self-evaluation before outside groups can use the information gathered. In conclusion, school-based evaluation seems to be worthwhile, but schools struggle with organization and with the realization that evaluation is a democratic and investigative process. Also, the role of the school leader is crucial for initiating and maintaining school-based evaluation in ways that meet teachers' approval. (Contains 47 references.) (JPT)

ED 360 714 EA 025 161

Merrill, Andrea
Legislative Responses to Remaining School Funding Equity Issues: A Report to the 53rd Legislature from the Joint Interim Subcommittee on School Funding.
PUB DATE- Nov 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- *Educational Equity (Finance); Elementary Secondary Education; *Extended School Year; Higher Education; *State Aid; *State Government; State Legislation; State School District Relationship; Student Transportation; *Tax Rates
IDENTIFIERS- *Montana; *Proposed Legislation

With the state facing lawsuits over school funding, the Joint Interim Subcommittee on School Funding of the Montana Legislature recommended establishing guaranteed tax base aid to schools. The subcommittee made the recommendations in November 1992 to the 53rd Legislature. The legislation, LC 36, would equalize funding for school district facility needs by providing guaranteed tax base aid to school districts if their district mill value per annual number belonging (ANB) is less than the corresponding statewide mill value ANB. School districts that qualify for guaranteed tax base aid would be allowed to incur indebtedness up to 45 percent of the statewide taxable value per pupil multiplied by the district's ANB. A second recommendation was made to adopt LC 180, which would clarify reimbursement rates in school district transportation laws. The subcommittee's discussion of administrative costs at public schools is also included. Also presented are findings on extending the school year and equitable distribution of the foundation program schedules. Legislative actions in the July 1992 special session and a proposal by the National Business Roundtable are also presented. Three appendices include texts of proposed legislation, charts showing school district expenditures by function and student for FY 1991, and a table showing legislative increases in foundation program schedules, FY 1951 through 1991. (JPT)

ED 360 715 EA 025 162

Chenoweth, Thomas; Kushman, James
Courtship and School Restructuring: Building Early Commitment to School Change for At-Risk Students. Preliminary Findings of a Research Study.
PUB DATE- Apr 93
NOTE- 56p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Change Strategies; Conflict Resolution; *Educational Change; Junior High Schools; *Leadership; *Middle Schools; *Organizational Climate; *Problem Solving; Resistance to Change
IDENTIFIERS- *Ferguson Florissant Reorganized School District MO

This paper presents findings of a case study conducted at a middle school to understand how substantive change occurs in a school that has moved beyond the initial transition stage. The study was conducted during the 1991-92 school year at Cross Keys Middle School in Florissant, Missouri, which was changing from a traditional junior high school to a middle school. Methodology included document analysis, informal interviews with school staff, observation, and formal interviews with 19 classroom teachers, 3 counselors, and 3 administrators. Five themes were identified to describe changes that occurred in the school--mission rearticulation, structural realignment, program redefinition, role renegotiation, and power redistribution. A leadership typology was developed to describe school leaders who emerged as power was redistributed. Based on the five themes, a change-interaction diagram was developed to describe how the connections between and among the school's mission, structure, roles, program, and leaders created a culture of conflict and tension. Because the school was willing to embrace conflict as an acceptable byproduct of change, some staff experienced a shift in their paradigms about teaching and learning. Appendices contain the interview protocol, a bibliography of documents, two tables, and two figures. (Contains 12 references.) (LMI)

ED 360 734 EA 025 185

Waite, Duncan
Novice Supervisors' Understandings of Supervision.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Responsibility; Administrator Role; Elementary Secondary Education; Graduate Students; Higher Education; Job Analysis; Job Skills; Leadership; *Leadership Styles; *Supervision; *Supervisor Qualifications; *Supervisors; Supervisory Methods; Teacher Supervision

Findings of a study that examined novice superintendents' understandings of supervision are presented in this paper. Data were collected from administration of a survey to 110 graduate-level students enrolled in an introductory supervision class. Four themes emerged from students' definitions of supervision--domains, relationships, traits, and tasks. The most surprising finding was how adamantly respondents mentioned traits that supervisors have or should have. Four major categories of models to support school-based improvement, the RPTIM model. The letters "RPTIM" represent the five stages of the school-based approach to staff development--readiness, planning, training, implementation, and maintenance. The model is based on the belief that the school is the primary unit of change and that careful long-range planning is crucial to realizing improvement. The model advocates the development of commitment, ownership, and a positive, supportive school climate; the continuous involvement of all staff members in professional development; and the design of inservice education based on adult learning theories. The first five sections provide information on the five stages of the model. Section 6 stresses that the stages are both sequential and interactive. Five key elements are reviewed: the use of expert help, the development of ownership and commitment, the full involvement of the principal, a focus on staff development to support school improvement, and an emphasis on research. A brief final section offers a general summing up. (LMI)

ED 360 753   EA 025 217

Women in School Administration: Overcoming the Barriers to Advancement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 90
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Career Ladders; *Educational Administration; Elementary Secondary Education; Employment Opportunities; *Equal Opportunities (Jobs); *Females; Mentors; Occupational Aspiration; Promotion (Occupational); *Sex Discrimination; *Women Administrators

This digest examines three prominent theories that attempt to explain why women are underrepresented in educational administration and develops a three-dimensional matrix as an empowerment perspective. Each of the theories--resocialization, structural barriers, and male dominance--is based on deficiencies in the woman, the system, or the society. This deficiency perspective is used to identify several factors critical to women's advancement: the degree of compatibility between career orientation and the demands of the position; structural barriers; and organizational fit. A three-dimensional matrix is developed, which requires that a successful administrative aspirant determine three things: (1) which theory or theories apply to that situation; (2) how the critical factors are configured for her with regard to that situation; and (3) which combinations of approaches and actions will work best for her. A conclusion is that societal restructuring and class action are essential, but it is equally important that women know the variables that are within their control. A second article describes publications of model programs funded by the Women's Educational Equity Act (WEEA) Program that help women advance or move into school administration. (LMI)

ED 360 754   EC 302 288

Start, K. B.
The Tyranny of Age.
PUB DATE- 89

ED 360 773 EC 302 345

Pazey, Barbara; And Others
America 2000 and Special Education: Can the Two Be Merged?
PUB DATE- 9 Apr 93
NOTE- 40p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Curriculum Development; *Disabilities; *Educational Change; *Educational Objectives; Elementary Secondary Education; Force Field Analysis; Futures (of Society); Goal Orientation; *Regular and Special Education Relationship; *Special Education; Systems Approach
IDENTIFIERS- *America 2000; *National Education Goals 1990

This paper uses systems theory and force field analysis to evaluate the potential for combining special education with America 2000 national educational strategy and goals. A brief history of educational reform attempts is followed by an explanation of systems theory and the school as a social system. Force field analysis is used as a tool for identifying the major internal and external forces impacting change efforts proposed by America 2000. An overview of the major components of America 2000 and evaluation procedures highlights issues of concern and implications for special needs populations. Suggestions include the incorporation of an inclusion model, supported by collaborative efforts between regular and special education; outcomes-based curriculum and unbiased accountability measures; experiential, technological, and multicultural curriculum components; and choice of academic and/or vocational preparation and training. A similar overview format is followed in the representation of each of the six national goals. An exhortation for special education professionals to communicate concerns related to America 2000 and special populations is given, emphasizing the expediency of such efforts. (Contains 52 references.) (Author/DB)

ED 360 774 EC 302 346

Jonker, Vera M.; Heim, Margriet J. M.
A Communication Program for Nonspeaking Children and Their Partners.
PUB DATE- 8 Aug 92
NOTE- 13p.; Paper presented at the Biennial International Conference of the International Society on Augmentative and Alternative Communication (5th, Philadelphia, PA, August 8, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Cerebral Palsy; Communication Aids (for Disabled); *Communication Disorders; *Communication Skills; *Evaluation Methods; Foreign Countries; Interaction Process Analysis; *Interpersonal Communication; *Intervention; Language Acquisition; Planning; Preschool Education; Skill Development; Student Evaluation; Toddlers
IDENTIFIERS- *Augmentative Alternative Communication

The Communicative Development of Toddlers with Cerebral Palsy (COCP) project developed an assessment-intervention program for and design of the project, the policy context and assumptions, the technical assistance approach and implementation, project actions and policy improvements related to child care quality made by the BCTB states, the project as perceived by key participating state administrators themselves, lessons learned, and recommendations. The recommendations focus on federal mandates that would include incentives, offering states goal-directed technical assistance, coordination of state policies and programs, and conveyance of information to state leaders concerning the influence of child care on child development. An appendix lists 15 Better Care for the Babies policy papers and briefings issued between 1990 and 1993. (Contains approximately 65 references.) (JDD)

ED 360 793 EC 302 365

Educational Reform Issues, Including a Dialogue with Lionel R. Meno, Commissioner of Education.
PUB DATE- 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accountability; *Educational Change; *Educational Quality; Elementary Secondary Education; *Equal Education; *Gifted; Program Effectiveness; Special Education; Student Attitudes; Student Educational Objectives; Student Needs; *Thinking Skills
IDENTIFIERS- *Texas

This theme issue of "Update on Gifted Education" brings together accounts of diverse efforts being made to encourage excellence and equity in schools. A dialogue with Lionel R. Meno, Commissioner of Education in Texas, stresses how services for gifted students fit into the larger picture of addressing the needs of all students, examines strategies for achieving excellence and equity, explains his positions on program flexibility and homogeneous grouping, and comments on school finance. "Using Higher Level Thinking Skills" (Anne Udall) argues that the ability to think well should be an outcome goal of education and outlines seven realities that teachers must face as they prepare to teach thinking skills. "The Effectiveness of the Talented and Gifted TAG Program at Killeen High School: The Students' Perspective" (Katie Bernstein) offers results of a survey of 27 gifted students which determined that students preferred Talented and Gifted programs and Advanced Placement programs over Honor programs. "Results-Based Monitoring: New Directions for Accountability" (Evelyn Levsky Hiatt) describes a system that will determine if there is excellence and equity in programs for gifted students, and lists indicators for academic excellence, program excellence, and compliance. Two annotated bibliographies on gifted education are described, and a question-and-answer section is included. (JDD)

ED 360 794 EC 302 366

Sall, Nancy; Mar, Harvey H.
Technological Resources for Students with Deaf-Blindness and Severe Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 92
NOTE- 106p.; For a related document, see EC 302 367.
LANGUAGE- English

Teaching Reading in Russian, Volume 2. Instructional Materials for the Less Commonly Taught Languages.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 214p.; For a related instructional materials, see FL 020 691-692. These activities were not prepared for publication, therefore inconsistencies in typesets and presentation may occur.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Context Clues; Foreign Countries; Instructional Materials; *Reading Comprehension; *Reading Instruction; *Russian; Second Language Instruction; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Authentic Materials

This reader is designed to accompany any basic textbook in a high-intermediate or advanced Russian course. Its purpose is to provide learners with a wide selection of authentic reading materials and with reading assignments designed to facilitate the development of reading comprehension at the Advanced and Advanced-Plus levels on the American Council on the Teaching of Foreign Languages language proficiency scale. This volume contains several features that distinguish it from other Russian readers: (1) it contains no specially written materials because these are already available in a number of other readers and textbooks; (2) it contains no grammar explanations as they are also available in a number of other Russian textbooks and reference grammars; (3) it contains relatively short vocabulary lists because the aim is to teach students how to rely on their ability to guess the meaning of words through the use of various contextual clues. The great majority of selections included in this volume deal with various aspects of life in the Soviet Union as described by Soviet and emigre writers. The basic assumption underlying these materials is that reading means understanding a written text by extracting the required information from it as efficiently as possible. (VWL)

ED 360 813 FL 020 699

Teaching Writing in Japanese. Instructional Materials for the Less Commonly Taught Languages.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 90p.; For related instructional material, see FL 020 700.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Instructional Materials; *Japanese; Second Language Instruction; Second Language Learning; Skill Development; Uncommonly Taught Languages; Writing Assignments; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Authentic Materials

This volume offers a set of writing activities designed to correspond with two levels of proficiency on the American Council of Foreign Languages scale: Novice and Intermediate.

Association for Asian and Pacific American Education.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Academic Achievement; Acculturation; *Asian Americans; College Graduates; Curriculum Design; Educational Attainment; Elementary Secondary Education; *English (Second Language); Government Role; Higher Education; *Immigrants; International Studies; Justice; Language Handicaps; Language Maintenance; *Language Role; Mental Health; Multicultural Education; *Pacific Americans; Reading Skills; Refugees; Research Needs; Second Language Learning; *Student Adjustment; Student Educational Objectives; United States History
IDENTIFIERS- Orthography

A variety of issues in the education of Asian American and Pacific American immigrants and refugees are addressed in the following papers: "The Acquisition of English and Ethnic Language Attrition: Implications for Research" (Michael A. Power); "Language Difference and Language Disorder in Asian Language Populations: Assessment and Intervention" (Christine Yoshinaga-Itano); "Orthography and Second Language Reading" (Keiko Koda); "Attainment Status of Asian Americans in Higher Education" (Samuel S. Peng); "Higher Education in Hawai-i: A Comparison of Graduation Rates Among Asian and Pacific Americans" (David T. Takeuchi, Amefil Agbayani, Lloyd Kuniyoshi); "The Acculturation of Korean American High School Students" (John Golden); "College Aspirations of Asian and Pacific Americans: A Review of Four Studies" (Rosalind Y. Mau); "Socio-Psychological Adjustments of Refugees in Colorado: Implications for Grassroots Education Regarding Mental Health" (Peter W. van Arsdale, Elizabeth Skartvedt); "A Curricular Framework for Integrating Multicultural Education and International Studies" (Bob H. Suzuki); and "The Evaluation and Internment of Japanese Americans During World War II: An Invaluable Lesson on the American Judicial System" (Nobuya Tsuchida). (MSE)

ED 360 833 FL 021 410

Davies, Alan
Edinburgh Working Papers in Applied Linguistics, Number 4.
PUB DATE- 93
NOTE- 143p.; For individual papers, see FL 021 411-420. For earlier volumes, see ED 353 834 and ED 353 780.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Case Studies; Ethnography; Foreign Countries; Higher Education; Instructional Innovation; Interpersonal Communication; Interviews; *Language Tests; Lecture Method; Native Speakers; Reading Comprehension; *Second Language Instruction; Second Languages; Tests; Transfer of Training; Translation; Writing (Composition)

"Edinburgh Working Papers" is intended to show a yearly cross-section of current work in Edinburgh's Department of Applied Linguistics and to elicit reactions and criticism. Articles in this volume include the following: "MSC Common Room Conversations: Topics and Terms" (Joan Cutting); "Speculation and Empiricism in Applied Linguistics" (Alan Davies); "Implementing Innovation in Language Education" (Gibson Ferguson); "Functional Controlled Writing" (Ardeshir Geranpayeh); "Development and Validation of a Translation Test" (Behzad Ghonsooly); "The Design and Validation of a Multi-Level Reading Comprehension Test" (Aileen Irvine); "Questions in teacher logs have revealed distinct patterns of assistance to new teachers at different times in the semester, and new teacher feedback and behavior have validated the need for and benefits of the support activities. (MSE)

ED 360 855 FL 021 438

Agell, Charlotte, Comp.; And Others
Language and Cultural Minorities Resource Catalog.
PUB DATE- 92
NOTE- 257p.; For the 1988 edition, see ED 313 906.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Acculturation; American Indians; Bilingual Education; Cambodian; Chinese; Civil Rights; Classroom Techniques; *Cultural Pluralism; Elementary Secondary Education; English (Second Language); *Ethnic Groups; Foreign Countries; French; German; Hmong; *Instructional Materials; Korean; Land Settlement; Lao; *Minority Groups; Multicultural Education; Polish; Refugees; Student Evaluation; Tagalog; Teaching Methods; Testing; *Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- Afghans; Diversity (Student)

The revised and expanded 1992 version of the catalog lists almost 1,000 print and nonprint materials for use in elementary and secondary schools with linguistic minorities. The catalog contains 20 sections: Afghan; Asian and refugee; bilingual education; Chinese; civil rights; Poland; English as a Second Language (ESL); ESL instructional materials; French; German; Hmong; Khmer; Korean; Laotian; multicultural education; Native Americans; Pilipino/Tagalog; Spanish; testing and assessment; and Vietnamese. Each section cites resources appropriate for different groups: parents and community; teachers; administrators; and students and different instructional levels. The materials cited include instructional materials and items concerning culture, refugees, acculturation, resettlement, health, research, language, and curriculum content areas. Some of the resources focus on teaching methods and techniques. Forms for ordering both loan and free non-loan materials are included. (MSE)

ED 360 856 FL 021 440

Lindholm, Kathryn J.
Two-Way Bilingual Language Arts Portfolio.
PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Standards; *Bilingual Education; Elementary Education; Elementary School Students; *Immersion Programs; *Language Arts; Language Skills; Language Tests; *Portfolios (Background Materials); Second Language Instruction; *Second Languages; Student Evaluation
IDENTIFIERS- *Two Way Bilingual Education

The two-way bilingual language arts portfolio was designed to help teachers, administrators, parents, and others understand the level of language arts development of students in the two-way bilingual program. It was originally conceived as a method they are beginning to understand and appreciate the complexity of dual language learning and teaching. First and second whole language theory and research are moving in the direction of integrating the two. BE and ESL's main point of intersection is in the student whose linguistic circumstances have required him to develop both English and another language, who may be in the majority in the near future. Both BE and ESL instruction aim at bilingual/bicultural development of language minority and language majority students. Areas for further consideration and research include the dual-language acquisition process, special cross-cultural or dual-cultural identity development, and implications of these issues for classroom instruction. (MSE)

ED 360 874 FL 021 466

Ramirez, Maria G.; Mellor, Elva R.
Parents, Teachers, and Students--Interactive Whole Language.
PUB DATE- 93
NOTE- 17p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p143-157; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Elementary Education; Interaction; Language Acquisition; Language Skills; Listening Comprehension; *Parent Participation; *Questioning Techniques; Second Language Instruction; *Second Languages; Skill Development; *Story Reading; Teacher Role; *Thinking Skills; *Whole Language Approach

Based on the idea that questioning designed to elicit and practice different language structures can promote language development, 10 questioning techniques are presented. They are designed to be used in the context of the whole language approach to instruction, to promote both language and thinking skills. The techniques are to be used as parents or teachers read a story with the child. They demonstrate the various stages of thought process and language development that students move through in both first and second languages. Answer options range from simple words to complex sentences. The techniques are presented as they might arise based on story information in the book. Questioning techniques include: "yes/no" questions; "or" questions; short answer elicitations; thought questions ("how or why"); series recall; "why/how" questions related to the child himself; recalling a series in correct order; retelling the story; and changing the story. Language structures targeted by each technique are noted. Suggestions are also offered for helping parents understand how the techniques can be useful to second language learners. (MSE)

ED 360 875 FL 021 467

Freeman, David; Freeman, Yvonne
Whole Language: How Does It Support Second Language Learners?
PUB DATE- 93
NOTE- 18p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p159-174; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Chance, William
The Press and California Higher Education. A Report.
PUB DATE- May 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Policy; *Higher Education; Mass Media Effects; Mass Media Role; Media Research; *Newspapers; *News Reporting; Policy Formation; Political Influences; Public Opinion; Social Influences
IDENTIFIERS- *California; Journalists; Los Angeles Times; News Content; News Stories; News Topics; *Public Discourse

This study examined the media coverage of California higher education in the popular press in four of the state's major dailies. In particular the study examined the roles that the San Francisco Chronicle, the Sacramento Bee, the Los Angeles Times, and the San Jose Mercury News play in fostering the public debate about higher education. All the higher education coverage of these papers during the period July 1, 1991, through June 30, 1992, was examined using a computer search that captured all articles that, directly or indirectly, addressed some aspect of state higher education. Some 420 usable articles were examined. At least one higher education reporter at each of the four papers received copies of the first draft, followed by on-site interviews. Their opinions are reflected in the concluding section of this report. The report concludes that, while the quality of the coverage compared well with coverage of leading dailies in other states, coverage was not ideal in terms of arousing public interest in an assessment of where the state should be going with its higher education system. Policy implications of events and stories were seldom pursued to any serious degree. (Includes methodology notes, information on the author, and 27 reference notes.) (JB)

ED 360 894 HE 026 628

Phelps, Richard
The Effect on State Growth of the Location of Public Universities.
PUB DATE- Apr 93
NOTE- 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Size; Higher Education; Institutional Characteristics; Population Distribution; *Population Growth; *School Location; *State Universities; *Urban Universities

This study attempted to determine whether or not the location of states' public universities makes a difference in state population growth and by inference, in state economic growth. Specifically the study examined the effect of the size of the host community relative to the state population or the proportion of the state's population that resides in the university host community. The study included state public universities established before 1940, listed in "World Almanac," and found in the 48 contiguous states. The Bureau of the Census provided data for the analysis. That analysis employed statistical analysis and visualization of relationships in scatterplots. These showed that for every 10 percent increase of state's population residing in university various activities or the number of hours in the classroom is not a valid measure of their productivity. However, reliance on time-based reporting systems must prevail until institutions of higher education and faculty become accountable to their sponsors and begin to develop, implement, and make external and internal reports based on measures of faculty productivity. (Includes 13 references.) (JB)

ED 360 912 HE 026 650

Zeglen, Marie E.; Tesfagiorgis, Gebre
Cost of Living and Taxation Adjustments in Salary Comparisons. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 22p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Comparative Analysis; Cost Indexes; Differences; Higher Education; Professors; *Regional Characteristics; *State Universities; *Tax Rates; *Teacher Salaries; Tenured Faculty
IDENTIFIERS- *AIR Forum; *Cost of Living

This study examined faculty salaries at 50 higher education institutions using methods to adjust salaries for geographic differences, cost of living, and tax burdens so that comparisons were based on real rather than nominal value of salaries. The study sample consisted of one public doctorate granting institution from each state and used salary data from the 1991-92 annual survey by the American Association of University Professors. The analysis was limited to the salaries of full professors, since individuals at the senior level were assumed to be full participants in the local economy. The study used the American Chamber of Commerce Researchers Association (ACCRA) index for cost of living and an individual tax model created for the study to estimate tax adjustments. The main finding of the study was that rankings of faculty salaries among institutions differ substantially when adjustments are made for both cost of living and taxation differences. Rankings were more affected by cost of living differences than taxation though taxation was also an important factor for institutions in states with either very high or very low rates of taxation. The findings suggested that achieving equilibrium with the local economic environment may be at least as important as achieving parity with peer institutions in other locales. (Contains 15 references.) (JB)

ED 360 913 HE 026 651

Burgar, Paul
Enforcing Academic Rules in Higher Education--A Total Quality Management Approach. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Hurtado, Sylvia

The Institutional Climate for Diversity: The Climate for Talented Latino Students. AIR 1993 Annual Forum Paper.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.

PUB DATE- May 93

NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academically Gifted; *Educational Environment; *Ethnic Bias; Ethnic Groups; Ethnic Relations; High Achievement; Higher Education; *Hispanic Americans; Mexican Americans; Racial Relations; Research; Student Attitudes; *Student College Relationship; *Student Subcultures; Talent; Undergraduate Students

IDENTIFIERS- *AIR Forum; *Diversity (Student); Hispanic American Students; Latinos

This study examined how high-achieving Latino college students perceive the receptivity of their institutions to a Latino presence on campus. The multi-institutional study had the prime objective of identifying areas for institutional improvement and increasing awareness by college administrators of specific campus climate issues facing talented Latino students. The study examined student background characteristics, college structural characteristics, general campus climate measures, and student behaviors as determinants of a perceptual measure of an institution's racial/ethnic tension. Data are presented from 859 sophomores and juniors attending 224 colleges. Sample participants included 386 Chicanos, 198 Puerto Ricans, and 275 other Latinos (students who categorized themselves as Cuban, Latin or Central American, or other Hispanic). Results indicated that students believe they face social inequalities due to systematic discrimination and tend to perceive racial tension and report discrimination on their campus. Students with lower academic self-ratings also are more likely to perceive tension on campus. Low racial/tension and fewer experiences of discrimination were reported for campuses where the Latino students perceived campus administrators as open and responsive to student concerns. Results suggest actions and attitudes conveyed by faculty and administrators play an important role in setting a tone on campus that makes all students feel valued. (Contains 35 references.) (GLR)

ED 360 931 HE 026 669

Towles, David E.; And Others

Student Persistence in a Distance Education Program: The Effect of Faculty-Initiated Contact. AIR 1993 Annual Forum Paper.

PUB DATE- May 93

NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Persistence; *Adult Education; Comparative Analysis; *Distance Education; Higher Education; Lifelong

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Articulation (Education); Change Strategies; Discussion Groups; Educational Change; Educational Objectives; *Job Training; Literature Reviews; Parent Attitudes; Postsecondary Education; Questionnaires; *Regional Schools; School Business Relationship; *School Role; Secondary Education; State Surveys; *Statewide Planning; Student Attitudes; Teacher Attitudes; *Vocational Education; *Vocational Schools
IDENTIFIERS- *Illinois

Four interrelated research activities examined the missions of area vocational centers (AVCs) in Illinois and identified new and/or expanded roles and functions that AVCs might play in collaboration with sending schools, colleges and universities, business and industry, and other job training providers. The following activities were conducted: (1) a review of current vocational education (VE) literature on the rationale for restructuring secondary schools and related activities; (2) the convening of four focus groups (two each in Morris and Springfield, Illinois) to identify problems and issues that AVCs face regarding their roles within Illinois' VE delivery system and exemplary programs and services currently being provided by Illinois' AVCs; (3) a mail survey of Illinois AVC directors, sending school administrators and counselors, AVC teachers, AVC students and graduates, and parents; and (4) a survey of state directors of VE and telephone interview with representatives in their states. The findings from the surveys were summarized, analyzed, and synthesized into six conclusions along with accompanying recommendations and suggested actions. (Appendixes include a literature review and 27 references, a summary of the focus groups' proceedings, and copies and results of the surveys of stakeholders in Illinois' AVCs and AVC leaders in the United States.) (MN)

ED 360 481 CE 064 082

Miller, Michael T.
The Historical Development of Vocational Education in the United States: Colonial America through the Morrill Legislation.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *College Role; *Educational Development; Educational History; Educational Legislation; *Foundations of Education; Government School Relationship; *Higher Education; *Land Grant Universities; Secondary Education; *Vocational Education
IDENTIFIERS- *Morrill Act 1862

In Colonial America vocational education remained separate from defined educational settings and was confined to the working classes. Separation of vocational training from the colleges persisted until the beginnings of the Industrial Revolution in the late 1700s, at which time increased dependence on technology led educators to acknowledge the need to extend vocational education into the college curriculum. Passage of the Morrill Act (the legislation authorizing land-grant colleges) in 1862 did more than open higher education to broader public and improve agricultural techniques. It also resulted in development of the concept of integrated academics. For the first time, classical studies ranging from languages to mathematics were integrated into agricultural and science

Stein, Sondra
A Guidebook for State Literacy Leaders: Implementing an Integrated System for Meeting Adult Learning Needs.
SPONS. AGENCY- Gannett Foundation, Arlington, VA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Check Lists; Educational Needs; Educational Opportunities; Educational Quality; Evaluation Criteria; Guidelines; Leaders Guides; Needs Assessment; Professional Development; Program Evaluation; *Program Implementation; *State Programs; *Statewide Planning; *Systems Approach

This guidebook is intended to help state literacy leaders evaluate their states' progress in implementing five key strategies for establishing an integrated literacy system. Chapters are devoted to each of the following strategies: determine the dimensions of the literacy problem, set priorities and performance expectations, create quality criteria and performance standards, expand opportunities for learning, and promote professional development. Each chapter includes the following: a brief description of the strategy, a discussion of its role and importance in building an integrated adult learning system, information about how other states are considering or implementing the strategy, and questions to consider when applying information and strategies to a particular individual state. (MN)

ED 360 501 CE 064 158

Vocational Education and JTPA. An Evaluation. 1993 Biennial Report.
PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; *Coordination; Correctional Education; Employment Programs; Federal Aid; Federal Legislation; Federal Programs; *Job Training; Postsecondary Education; Program Effectiveness; Program Evaluation; Secondary Education; Sex Fairness; State Programs; Statewide Planning; Technical Institutes; Technology Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; *Job Training Partnership Act 1982; Maine

This report presents the results of a federally mandated biennial evaluation of the effectiveness of the coordination between vocational education and the Job Training Partnership Act (JTPA) in achieving the purposes of the Carl D. Perkins Vocational and Applied Technology Education Act and JTPA. An overview describes the Maine vocational system, which includes 26 vocational centers and regions at the secondary level and 6 technical colleges at the postsecondary level and the 3 JTPA service delivery areas. Recommendations are made in four areas: (1) programs assisted under the Perkins Act in the areas of education, special populations, private sector involvement,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Students; *Adult Vocational Education; Basic Skills; Competency Based Education; Computer Assisted Instruction; Curriculum Development; Developmental Studies Programs; Job Training; Postsecondary Education; Program Development; Program Implementation; *Remedial Mathematics; *Remedial Programs; *Remedial Reading; *Technical Institutes; Two Year Colleges
IDENTIFIERS- City Colleges of Chicago IL Harold Washington Coll

The Testing and Assessment Department of Dawson Technical Institute (Illinois) determined that approximately 25-30 percent of the students taking the entrance Test of Adult Basic Education do not meet the academic level required to start a training program. A competency-based adult reading and math program was developed, and the decision was made to offer the program under the Adult Continuing Education Department. The student may enroll in the entire program or take just the reading or math course. Competencies for each course have been developed based on the skills needed to enter into the training programs. Each student is evaluated on these competencies to verify mastery of the skill. A certificate issued at the end of the course indicates the level of mastery in each area. Each 4-week course--math and reading--meets twice each week for 100 minutes. Each session has a lecture or presentation on one or more of the competencies; classwork may be individual or small group activities. Each competency and class session is enhanced by outside assignments in either the NovaNet, a computer-based educational system, or Audio Visual Tutorial (AVT) lab. Both the NovaNet and AVT are open-entry/open-exit labs. This program has been effective in meeting the needs of about one-third of the group entering the program. (YLB)

ED 360 520 CE 064 254

Wagner, Daniel A.
Myths and Misconceptions in Adult Literacy: A Research and Development Perspective. Policy Brief 93-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Benefits; *Educational Development; Educational Finance; Educational Innovation; *Educational Research; Labor Force Development; *Literacy Education; Misconceptions; *Research Needs

The public has formed some myths and misconceptions about literacy. No substantive proof supports the grandiose assertion that literacy changes the way humans think and their intelligence. No one who has studied national surveys of adult literacy seriously believes that illiteracy in the United States will be eradicated by 2000. The literacy situation is serious, but similar problems of low literacy are becoming apparent in many European countries as well. Relatively little has been invested in literacy and workplace training and education. Research results suggest the increase in public awareness and attention has not brought about the dramatic gains for which policymakers and the public had hoped. Numeracy receives some, but generally less, attention in most adult technical discussion of the data used to develop the research sample, sampling techniques, and estimation methods. (YLB)

ED 360 539 CE 064 316

Schexnayder, Deanna T.; And Others
Effects of Coordination on JTPA Services to AFDC Recipients and an Analysis of Rural Coordination Issues. Third in a Series of Reports on JTPA/Welfare Coordination Efforts.
PUB DATE- May 92
NOTE- 114p.; For related reports, see CE 064 314-315.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Agency Cooperation; Career Education; Cooperative Programs; *Coordination; Employment Programs; Federal Legislation; Females; Job Training; Mothers; Program Effectiveness; *Referral; *Rural Areas; State Programs; Statewide Planning; *Welfare Recipients; Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Job Opportunities and Basic Skills Program; *Job Training Partnership Act 1982; *Texas

A Texas study examined the effects of coordination on Job Training Partnership Act (JTPA) program services for Aid to Families with Dependent Children (AFDC) recipients, the REFOCUS-to-JTPA referral process, and rural program coordination issues. The impact of coordination on JTPA services to AFDC caretakers was determined by conducting a statistical analysis of differences in client characteristics, program characteristics, job placements, and postprogram employment outcomes between the baseline period and the coordination period. Findings indicated that the absolute number of all AFDC caretakers and Service Level II "look-alikes" served by JTPA programs increased. Generally, JTPA programs in REFOCUS pilot regions exhibited greater performance gains. Exploratory analysis of the REFOCUS-to-JTPA referral process revealed that approximately 21-33 percent of profiled Service Level II caretakers were referred to JTPA from the REFOCUS program; Service Level II caretakers constituted 79-96 percent of all REFOCUS referrals; and 25-38 percent of all REFOCUS referrals actually enrolled in a JTPA program. Opportunities unique to more rural areas were revealed: more intimate relationships, more hours of self-arranged child care, resource constraints, transportation, and lower levels of sector bias. Primary barriers included program design, limited employment opportunities, limited modes of transportation, and fewer child care centers. (Appendixes include 22 references and service delivery area tables.) (YLB)

ED 360 540 CE 064 322

A Review of the Coordination of Utah's Employment and Training Programs. Report to Utah State Legislature. Report Number 92-10.
PUB DATE- Dec 92
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Cooperative Programs; *Coordination; Educational Policy; *Employment Programs; Federal Programs; *Job Training; *Labor Force Development; Postsecondary Education; Public Policy; State Programs; Statewide Planning; *Strategic Planning; Vocational Education
IDENTIFIERS- *Utah

State Labor Council" (Kenney); "Restructuring in Industrial Relations and the Role for Labor" (Verma); "Trade, Competition, and Jobs: An Internationalist Strategy" (Dorman); "Labor Alternatives to International Competition" (Donohue); "Challenging the Ethic of Competitiveness: What's at Stake for Labor" (Gerard); "An International Mobilization Strategy" (Cohen); "Mobilizing across Borders: Unions and Multinational Corporations" (Pomeroy); "Expanding Labor's Agenda: Community Coalitions, Capital Strategies, and Economic Development" (Swinney); "Labor Has No Choice But to Play the Capital Strategies Game" (Tusler); "Achieving Authentic Labor Market Flexibility: A North-American Union Perspective" (Marschall); "Australian Union Movement Strategy" (Ogden); "Flexible Labor Markets and Labor Training--An American and International Analysis" (Deutsch); "Flexibility, Job Security, and Labor Market Policy" (Flumian); "The Impact of International Capital on Australian Labor" (Wheelwright); "A Most Un-labourlike Experience--Six Years of a Labour Government in New Zealand and Its Impact on Organized Labor" (Harbridge); "The New Work Force: Management and Labor Strategies" (Nussbaum); "The Contingent Workforce in Canada: Problems and Solutions" (MacPhail); "A Multicultural Framework for Worker Education" (La Luz); "The Politics of Privatization" (Clements); "Fighting Privatization: The British Columbia Experience" (Shields); "The Right to Organize: Labor Law and Its Impact in British Columbia" (Lanyon, Edwards); "Organizing in Canada: Adapting to Changing Conditions" (Oleksiuk); "Organizing Immigrant Workers in the Global Economy" (Quan); "The Deficiency of the Voluntary Compliance Model as a Public Policy Instrument in Workplace Health and Safety in Canada" (Sass); "Occupational Health and Safety Twenty Years after OSHA" (Baker); "Pattern Bargaining in the Pacific Northwest Lumber and Sawmill Industry: 1980-1989" (Widenor); "Pattern Bargaining in the Wood Products Industry in Western Canada" (MacLellan): "Current Issues and Future Strategies for Forest-Product Unions" (Scott); "Paying Too Much, Buying Too Little: U.S. Medical Care on the Critical List" (Schoen); "The Uninsured and Rising Health Care Costs" (Brown); "Health Care: Lessons from Canada" (Schreck, Petrie); and "The Role of the States in Health Care Reform" (Kitzhaber). (YLB)

ED 360 558 CE 064 352

Independent Living. 7025. Curriculum Guide.
PUB DATE- Aug 92
NOTE- 247p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Development; Competence; Competency Based Education; *Consumer Education; Course Content; *Daily Living Skills; Decision Making; Educational Resources; Family Life; High Schools; *Home Economics; Interpersonal Relationship; Learning Activities; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- North Carolina

This curriculum guide was developed as a resource for teachers to use in planning and implementing a competency-based instructional program in independent living at the high school level. It contains materials for a 2-semester consumer home economics course, based on the North Carolina Vocational Education Program of Studies (revised 1992); it is designed to help students make informed choices for their lives during the

beginning play therapists on working with special populations of children.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; *Chronic Illness; Client Characteristics (Human Services); Counseling Techniques; *Cultural Differences; Death; *Grief; *Physical Disabilities; *Play Therapy; *Sexual Identity; Terminal Illness

This paper notes that therapists often feel unqualified to deal with special populations of children because of a lack of understanding of the universalness of play therapy. Suggestions are offered for beginning play therapists who may work with a number of special populations of children. It is recommended that the social learning approach to play therapy be used when working with children who have a gender identity disorder, defined as distress about one's assigned sex and the desire to be (or insistence that one is) the opposite sex. A section on working with culturally different children considers how people are defined within different cultures and notes that, with minority children, a more structured approach to play therapy is advised. For therapists working with physically challenged children, it is suggested that the therapist accept and not protect the child from feelings of rage, anger, disappointment, and depression. The importance of allowing the child as much independence as safety permits is emphasized. Suggestions are made for adapting toys or creative arts materials for use with intellectually challenged children. Games, techniques, and materials appropriate for challenged children are described and their use is discussed. The final section of the paper deals with play therapy techniques that are appropriate for use with chronically ill, terminally ill, and grieved children. (NB)

ED 360 578 CG 024 955

Adcock, Deborah
The Save-Your-Life Glossary of Alcohol, AIDS, Drug, & Tobacco Terms.
PUB DATE- 93
NOTE- 53p.; Separately published "Teacher Guide" appended.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Alcohol Abuse; Alcoholism; Children; *Definitions; Drinking; Drug Abuse; *Drug Use; Elementary Secondary Education; Smoking; Teacher Role; *Tobacco

This document presents the Save-Your-Life Glossary, which consists of four parts: (1) the glossary itself, which defines alcohol, Acquired Immune Deficiency Syndrome (AIDS), drug, and tobacco-related terms; (2) the alerts sections, which focus on popular drugs or issues that concern young people; (3) the focus sections, which categorize and describe specific drugs and their effects; and (4) the information section, from which students can obtain telephone numbers and addresses to call or write for further information or help. A total of 171 terms are defined in the glossary. The alerts sections focus on AIDS, alcohol, heroin, "ice" (methamphetamine), inhalants, lysergic acid diethylamide (LSD), nicotine, peer pressure, and steroids. Drug categorized and described in the focus section include cannabis, cocaine, depressants, designer drugs, hallucinogens, inhalants, narcotics, and stimulants. Two pages are provided for notes and a final page, headed "Facts You Cannot Ignore!" lists salient facts on alcohol, AIDS, drugs, and tobacco. (NB)

ED 360 597 CG 024 981

Kottler, Jeffrey A.; Kottler, Ellen
Teacher as Counselor: Developing the Helping Skills You Need.
PUB DATE- 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teachers; *Counseling Techniques; Elementary School Teachers; Elementary Secondary Education; *Helping Relationship; Secondary School Teachers; *Teacher Role; *Teacher Student Relationship

This guide for teachers begins by acknowledging that, in addition to their teaching duties and responsibilities as classroom managers, teachers are called upon to do a variety of things for which they may feel unprepared, including: (1) respond to children's emotional needs; (2) resolve interpersonal conflicts; (3) conduct parent conferences; (4) identify cases of abuse, neglect, drug abuse, and emotional problems; (5) assess children's developmental transitions; (6) participate in Individualized Education Programs; and (7) function as a problem solver for children in crisis. This book introduces beginning teachers to the basic methodology of counseling and consulting so that they will feel better prepared to handle these tasks. Chapter 1 looks at the roles of the classroom teacher. Chapter 2 focuses on the assessment of children's problems, including anxiety, phobias, depression, suicidal intentions, attention deficit hyperactivity disorder, and substance abuse. Chapter 3 explains the helping process, lists counseling principles, and provides an integrative approach to counseling. Chapter 4 offers suggestions for developing helping skills. Chapter 5 presents helping strategies to use in groups. Chapter 6 makes suggestions for parent conferences. Chapter 7 focuses on successful consulting with other professionals. At the end of each chapter are lists of suggested readings and activities. (NB)

ED 360 598 CG 024 982

Beeler, Karl J., Ed.; Hunter, Deborah Ellen, Ed.
Puzzles and Pieces in Wonderland: The Promise and Practice of Student Affairs Research.
PUB DATE- Sep 91
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; *Educational Research; Higher Education; *Research Methodology; *Student Personnel Services; Student Personnel Workers

This monograph considers student affairs research, providing an overview of research issues; a practical guide to conducting and teaching about research; and a critique of current research assumptions, methods, and practices. "The Promise of Student Affairs Research" (Karl Beeler and Deborah Ellen Hunter) uses "Alice's Adventures in Wonderland" as a metaphorical starting point for describing the campus environment, introduces ways to the Dialogue" (J. Kamitani). Articles in the July issue are "Reading Guidance in the Social Studies Curriculum" (T. Matsumoto); "Reading Instruction Carried Out as a Junior High School Teacher" (Y. Kaneko); "What Does the Matching Familiar Figures Test Measure?" (S. Ikeda); and "The Effect of Graphic Properties of 'Pictorial Letters' in Japanese Comic Books" (T. Miyamoto). Articles in the October issue are "Reading and Japanese Language Skills" (T. Sadakane); "Improving Reading Guidance" (I. Tajima); "The Effects of Presentation Style Using Sentences and Pictures on Kindergarten Children's Memory of a Story" (Y. Tamase); "Student-Oriented Reading Instruction" (H. Tandoh); "Vocabulary Knowledge and Reading Instruction" (Y. Tsukada); and "A Critical Review of the Major Theories Stressing the Writer Factor When Teaching the Reading of Expository Texts" (M. Terai). Articles in the December issue are "Reading Guidance in the Information Age" (T. Segawa); "The Importance of Group Reading" (Y. Yamada); "The Effect of Different Illustrations on Understanding the Theme of Folktale 'The Great Big Enormous Turnip'" (T. Iwasaki and others); "Knowledge of Blind Children's Responses When Using 'Read-by-Touch' Picture Books and Its Effects on Attitude Changes toward the Visually Handicapped" (K. Tokuda); "Impressions of Comic Strips and Comic Strip Heroes--A Multidimensional Scaling of Comic Strip Perceptions" (Y. Oshiro and M. Fukuhara); "An Examination of Iser's 'Act of Reading' as a Fundamental Theory of Teaching Literature" (A. Nakamura); and "Reading Skills Instruction in the Japanese Language" (T. Sadakane). (RS)

ED 360 617   CS 011 369

Arisawa, Shuntaro, Ed.; And Others
The Science of Reading. 1991.
PUB DATE- 91
NOTE- 178p.
LANGUAGE- Japanese
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Comparative Analysis; Dyslexia; Elementary Education; Foreign Countries; Higher Education; Japanese; Picture Books; *Reading Comprehension; *Reading Instruction; Reading Research; Science Instruction; Sex Differences; Visual Impairments; Word Recognition
IDENTIFIERS- *Japan

This collection of the 1991 issues of the Japanese-language journal "The Science of Reading" presents 18 articles (research reports and "personal views of reading") on a variety of questions dealing with reading. The articles in the collection all have summaries in English. Articles in the April issue are "Features of Large-Print Picture Books for Visually Handicapped Students" (K. Tokuda); "Kindergarten Students' Judgments and Integration of Inconsistent Sentences" (Y. Tamase); "Sex Differences in Book Choices of Kindergarten Children" (K. Mizushima); "What Is Emotional Involvement in Literature?" (H. Tandoh); and "A Short Review of Studies on Developmental Dyslexia" (Y. Hamaguchi). Articles in the June issue are "The Teaching of 'Zuihitsu'" (O. Matsumoto); "The Effects of an Author's Point of View in Readers' Imagery" (H. Ishiguro); "Effects of Story Detail on Children's Comprehension and Interest" (K. Akita); "Japanese and Canadian Students' Word Recognition and Comprehension of English Text" (A. Kawakami and others); and "Analysis of Preschoolers' Errors in the Sequential Editing of Pictorial Events" (H. Yamamoto). Articles in the October issue are "Effects of 'Attribute-Emphasizing Instances' on Reading a Text" (Y. Otomo); "Teaching Young

Sloane, Sarah; Turnbull, Mary
Composing a Professional Writing Program at the University of Puget Sound.
PUB DATE- 2 Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Curriculum Development; English Departments; Higher Education; *Technical Writing; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Professional Writing; Social Constructivism; *University of Puget Sound WA

English is the second-largest major at the University of Puget Sound (Tacoma, Washington). Students may choose one of three emphases within their major: literature, creative writing, or professional writing. Puget Sound's professional writing program has grown gradually and slowly over the last 11-year period to include an array of 10 professional writing courses. In 1972, the department instituted freshman writing seminars designed to help students hone their writing skills. In response to student requests, two additional courses (Advanced Composition, and Writing and Rhetoric) were added to the curriculum. In 1976, Rosemary Van Arsdel, who studies Victorian periodicals, began to develop a series of courses devoted to studying the discipline of writing. In 1993, 30 of 60-some English majors have declared a professional writing emphasis. Many of these students have participated in a wide variety of internships which involved writing for publication. Because of considerable tension between the aims of a professional writing curriculum and the goals of a traditional liberal arts curriculum, faculty have worked hard to develop a coherent program that will incorporate a social constructionist understanding of writing within the curricular design. Three strategies can enable teachers of literature to see how workplace writing is an advantage in an English curriculum: (1) applying social constructionist theory to writing instruction illuminates relationships among audience analysis, textual analysis, and critical thinking; (2) renaming the program "Writing, Rhetoric, and Culture Track" allows literary critics and New Historicists to see the cultural context as a valid point of inquiry; and (3) the major now ends with coursework in rhetorical theory, thus assuaging the worries of colleagues who belittle simple "practitioners." (Three student journal entries are included.) (SAM)

ED 360 638   CS 213 966

Christenbury, Leila
Things That Go Bump in the Night: Recent Developments in Horror Fiction for Young Adults.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Literature; *Fiction; Literature

DESCRIPTORS- Graduate Students; Higher Education; Part Time Faculty; Speech Communication; *Teacher Effectiveness; Teacher Qualifications; Teacher Student Relationship; *Teaching Assistants; Teaching Experience
IDENTIFIERS- Educational Issues

The reason for the huge surge in classes taught by graduate students is financial: their services are cheaper than those of "regularly qualified instructors." Recent critics have complained that the high percentage of classes taught by graduate students is a major act of fraud by universities and has contributed greatly to educational decline. They claim the lack of experience, training, and knowledge makes graduate students much less capable than full time faculty. However, studies show that there is a lack of data supporting the notion that age has a negative impact on instructor credibility. In fact, teaching assistants have been found to have equal or sometimes higher ratings than full time faculty. Graduate students often exhibit the important traits of warmth, support, and involvement with students. Because communication instructors are concerned with the many students who experience speaking anxiety, teachers must be approachable and helpful, characteristics associated with teaching assistants more than with full time faculty. A valid concern with regard to teaching assistants, however, is classroom control and discipline, but studies indicate that here too graduate students are effective. Instead of branding teaching assistants as fakes or impostors, they should be recognized for their positive characteristics and thought of as novices who require closer mentoring and assistance, but who often do a very satisfactory job. (Seventeen footnotes are attached). (HB)

ED 360 657 CS 508 241

Sellnow, Deanna D.
Exploring the Impact of Parenthood on the Role of Communication Teacher.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; Class Activities; *Classroom Communication; *College Faculty; Communication Research; Higher Education; Humor; *Parenting Skills; Parents; Self Disclosure (Individuals); Speech Communication; *Speech Instruction; Teacher Behavior; Teacher Role; Teacher Student Relationship; *Teaching Skills
IDENTIFIERS- *Parenthood; Student Surveys; Teachers as Parents

A study examined the positive effects that being a parent may have on communication teachers. Three major advantages that parenthood gives teachers (self-disclosure, use of humor, and the incorporation of games and activities) were considered. Several informal interviews with communication instructors who raise children were conducted. One hundred college students of various majors who were enrolled in communication courses taught by those instructors completed surveys concerning whether such strategies enhanced the teaching and learning experience. Results indicated that: (1) self-disclosure was an effective means by which teachers may foster affinity with students, link course content to actual life experience, and help to reduce communication apprehension; (2) 76% of students

2797, or the Religious Freedom Restoration Act, on public education. A concern is that legislation will be interpreted more strictly than the normally broad constitutional standards, which may result in a lack of support for treating schools differently than other public entities. The ramifications of the act for the following specific concerns are discussed: distribution of religious materials; religious dress issues; accommodation for religious beliefs; home schooling; compulsory attendance; and curriculum. Situations in which school districts may legally restrict the distribution of religious materials in schools are described in detail. The consequences of defining a school as a public forum, a limited public forum, or nonpublic forum are described. For example, if a school were determined to be a limited open forum, certain communications can be banned. Other restrictions, such as time, place, and manner, also apply. H.R. 2797 is appended. (LMI)

ED 360 676   EA 025 026

Fase, Willem
Better Research, Better Programmes? Cardiff Paper.
PUB DATE- Dec 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Disadvantaged Youth; *Educational Improvement; Educational Research; Elementary Secondary Education; Foreign Countries; *National Programs; Program Development; *Program Evaluation; Program Implementation
IDENTIFIERS- *Netherlands; *Onderwijs un Sociaal Milieu (Netherlands)

Lessons learned from Onderwijs un Sociaal Milieu (OSM), or Education and Social Origin, the largest compensation and enrichment program ever developed in The Netherlands, are described in this paper. Although the program did not raise lower class students' standardized test scores to the national level, the program had overly ambitious goals and the advantages of structure and efficiency. Conclusions are that: (1) The OSM had a limited scope and should involve more schools and other bureaucratic and professional partners; (2) demographic circumstances have changed drastically since OSM began; (3) successful implementation is no guarantee for better student achievement; and (4) diversification of research activities should not be confused with major breakthroughs into the outlines and principles of OSM. The paradox of OSM may be that the strength of its explicit rationality in outline and infrastructure lessened its ability to adequately respond to the ideals of equity in a rapidly changing school population that needs frequent diagnosis of deprivation and underachievement. (Contains 20 references.) (LMI)

ED 360 677   EA 025 046

A Study of Curriculum, Budgeting, and Repair and Maintenance for Hawaii's Public Schools. A Report to the Governor and the Legislature of the State of Hawaii. Report No. 92-31.
PUB DATE- Dec 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; Core Curriculum; Curriculum; *Curriculum

analysis of SIC organization, functioning, activities, and accomplishments. Methodology included onsite observation; document analysis; and interviews with the principals, the SIC chairperson, the school's teacher of the year, and two or more council members. Findings indicate much diversity exists among the SICs in regard to organizational structure, council functioning, and school or district-level support. Problems faced by the councils include inadequate information, low parental involvement, lack of time and resources, and inadequate member training in effective problem solving. Finally, the capacity of SICs to work effectively on school improvement appears to be related to their developmental maturity. Ten tables and a copy of the consent form are included. (LMI)

ED 360 696 EA 025 139

Edirisooriya, Gunapala; And Others
Lessons from a First Year Evaluation of a School Restructuring Pilot Project.
PUB DATE- Apr 93
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Program Evaluation; *Program Implementation; *School Based Management; *School Restructuring
IDENTIFIERS- *Baltimore City Public Schools MD

This paper examines the strengths and weaknesses of the first-year implementation of the school restructuring pilot project in Baltimore City Public Schools. Implemented in 10 elementary, 2 middle, and 2 high schools, the project sought to implement school-based management to enhance student achievement. Data were collected from a survey of teachers, school administrators, support staff, parents, community members, and students, which yielded 534 responses. Response rates were low for students, parents, and the community. Although respondents recognized the essential features of school restructuring, they also tended to agree on the need to readjust restructuring strategies. A major weakness in the project was the lack of monitoring/feedback mechanisms and lack of training in the essential aspects of restructuring. In general, school-restructuring team members had more positive attitudes toward school restructuring than did nonteam members. It is recommended that restructuring not be implemented using a "business as usual" approach. Appendices contain frequency distributions and one statistical table. (Contains 12 references.) (LMI)

ED 360 697 EA 025 141

Wood, Stewart
Restructuring Schools: Some Aspects of Site-Based Management and Effective Schools Thrusts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

(150),Reports - Research/Technical (143)
DESCRIPTORS- Acceleration (Education); *Administrator Role; Change Strategies; *Educational Change; Elementary Education; Elementary School Students; *High Risk Students; *Leadership; Principals; Program Implementation; *School Restructuring; Teacher Attitudes; *Teacher Motivation

This paper presents findings of a study that examined the process of building staff commitment during the earliest phase of comprehensive school change, or "courtship" phase. Participant observation in a northwestern urban school district was conducted at three low-achieving elementary schools that implemented the accelerated schools model. Methodology included interviews conducted with 24 teachers, 3 principals, 3 central office administrators, and 2 school board members; observation; informal conversations with parents and staff members; and analyses of background and demographic data. Findings suggest that a whole-school transformation model like accelerated schools is inherently vague, which can cause teacher ambiguity, which in turn saps enthusiasm. Change agents must show how the change model fits with the existing school culture so that it is understood, shared, and developed according to the school context and needs. The principal must be actively involved, use an indirect presentation approach, and understand staff experiences. To be effective and inspiring, principals need clear visions of how their roles will change and how classrooms will eventually look. Because finding time is a problem, schools should expect to devote 2-3 months for courtship activities. (Contains 24 references.) (LMI)

ED 360 716 EA 025 163

SPEEDE/ExPRESS: An Electronic System for Exchanging Student Records.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Records; Data Processing; Elementary Secondary Education; Higher Education; *Information Management; *Information Networks; *Information Transfer; *Student Records
IDENTIFIERS- *SPEEDE ExPRESS Electronic Transcript System

It is common for information about students to be transferred from one learning institution to another or to some other location. The ease with which student records can be transferred and understood often depends on their design, the efficiency of the delivery system, and how the information is handled by the receiver. The Standardization of Postsecondary Education Electronic Data Exchange (SPEEDE)/Exchange of Permanent Records Electronically for Students and Schools (ExPRESS) is intended to help school districts and postsecondary educational institutions transmit student academic records. This guide provides a general introduction to the SPEEDE/ExPRESS format and plans for making it a widely used system for exchanging student records. This introduction is followed by a section describing the development of the format and system. Next is a description of the system's content and discussion of electronic records transmitting. The last few sections describe the implementation of the electronic student-supervisory traits centered on skills, experience, knowledge. and dispositions. Novice supervisors agreed with the literature that the bifurcation of supervision and administration is artificial and erroneous. However, they identified the following tasks that are not identified in the literature--cheerleading, modeling, liaisoning, and shuffling paper. The question is raised whether the superhuman traits identified by novice superintendents are preexisting or developable. If supervisors are, like nurses, clinical practitioners, then more work needs to be done in the clinical setting of the school. This includes more field work by academic professors and experienced practitioners acting as mentors. One table and three figures are included. (Contains 35 footnotes.) (LMI)

ED 360 735 EA 025 187

Rigsby, Leo C.
A Heterarchical Model of Educational Processes: Looking at the Effects of Schooling. Draft.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Temple Univ., Philadelphia. Center for Research in Human Development and Education.; Temple Univ., Philadelphia, PA. National Education Center on Education in the Inner Cities.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Theories; *Effective Schools Research; Elementary Secondary Education; Models; Organizational Climate; Outcomes of Education; *School Effectiveness; *Socioeconomic Background

This paper explores what researchers have meant when they talk and write about the effects of schooling on the educational performances and educational development of children. First, a literature review illustrates both the lack of consensus about theory and methodology and some reasons for the inconsistent conclusions about school effects. A conclusion is that past research on school effects has devoted too much attention to establishing statistical relationships between underconceptualized measures of school characteristics and student outcomes. Instead, frameworks interpreting the multileveled effects of schooling on student outcomes must be developed. In particular, research is needed that asks the questions: (1) How do schooling processes and structures interact with race and gender to create different learning and opportunity structures?; and (2) To what extent can different school performance patterns be attributed to such interactions? If the interactions among social context, group culture, and individual identification are important, research that ignores them distorts an understanding of the educational process. The most complete understanding of any educational phenomenon will combine multilevel theoretical frameworks with data from a variety of sources. (Contains 44 references.) (LMI)

ED 360 736 EA 025 188

Lunsford, Barbara
The Voice of the Principal in Shared Governance.
PUB DATE- Apr 93

NOTE- 22p.; Paper presented at the World Conference on the Education of Gifted and Talented Children (8th, Sydney, New South Wales, Australia, July 3-7, 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Grade Placement; *Chronological Age; *Educational Change; Elementary Secondary Education; Foreign Countries; *Gifted; *Grouping (Instructional Purposes); Individual Differences; *School Readiness
IDENTIFIERS- *Australia

This paper challenges the belief that the only way the Australian educational system can work is by grouping students by chronological age. Chronological age developed over time as the benchmark for school readiness, despite readiness problems created by individual differences among students of the same age. The organization of the classroom, school, and educational system homogenizes children to the perceived age of the class and to the achievement floor expected of that age. Classroom variability is then reduced by structuring curriculum and schedules and by excluding atypical children through special education. A new educational system is needed to better fit the environment of sentient literacy, numeracy, and basic knowledge which exists in today's society. The removal of age-grouping should be one element of that new system. The impact of this on the education of able children includes the need for a new concept of "peer group" and the elimination of charges of "elitism" as every student's individual differences are recognized. The paper concludes that loosening of the paralyzing grip of age on educational thinking will require reappraisal of teaching methods, classroom and school organization, educational theories and administration, teacher education, and political and social belief systems. (Contains 21 references.) (JDD)

ED 360 755 EC 302 326

Brown, Wesley, Ed.; And Others
Family-Centered Early Intervention with Infants & Toddlers: Innovative Cross-Disciplinary Approaches.
PUB DATE- 93
NOTE- 340p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Agency Cooperation; At Risk Persons; Curriculum Development; *Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Eligibility; *Family Involvement; Federal Legislation; Infants; *Interdisciplinary Approach; Preschool Education; Program Evaluation; Quality Control; Staff Development; Student Evaluation; *Toddlers

This multi-contributor volume addresses the challenges of providing early intervention services to infants and toddlers with disabilities, within a family-centered framework. The book provides a legislative review of the key elements of eligibility, assessment, and evaluation and then examines service coordination, curricula, special intervention settings, tracking, training, and quality assurance. Chapters have the following titles and authors: "Legislative Context for Early Intervention Services" (Nancy D. Safer and James L. Hamilton); "Defining Eligibility for Early Intervention" (Wesley Brown and Carole Brown); "Assessment and Evaluation in Early Intervention" (Mary McLean and Katherine McCormick); "Providing non-speaking children with cerebral palsy. The goals of the project's Assessment-Intervention protocol are to teach the child to communicate in an appropriate, effective, and efficient way in different situations and with different communication partners, and to teach communication partners to stimulate the communicative behavior of the child, in particular by adapting their own behavior to the communicative needs of the child and by modeling the use of communication aids. The program is aimed at different communication partners, including parents, other important adults in the home environment, those responsible for the child's transport, teachers and teachers' assistants, and therapists. Use of the protocol involves gathering background information, conducting a formal assessment, describing communicative behaviors of both adult and child, setting goals, developing an intervention plan, implementing the intervention, and conducting an evaluation. A case study illustrates use of the protocol. Three figures are included. An appendix lists 10 strategies to facilitate communicative interaction. (JDD)

ED 360 775 EC 302 347

Kerr, M. Kaye
Self Talk in Normal and Autistic Children.
PUB DATE- Mar 93
NOTE- 17p.; Paper presented at the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Autism; Foreign Countries; Interpersonal Relationship; Play; Preschool Children; Preschool Education; *Speech; *Speech Habits; Videotape Recordings
IDENTIFIERS- *Self Talk

This investigation compared self-talk use in five preschool autistic children (ages 57 to 86 months) and in matched chronological age and mental age peer groups. Videotape recordings of the children during free play with and without an adult were coded for the following self-talk categories: (1) private, mastery speech; (2) stereotypic repetitions; (3) word play; (4) self-regulative speech; (5) utterances; and (6) mouthing of words. All three groups exhibited fewer instances of self-talk in the presence of adults than without an adult. The autistic children demonstrated a similar pattern of self-talk with adults as did their control peers. Autistic children showed less consistency in behaviors between the adult present and adult absent situation than did controls; this was not felt to reflect their lack of response to adults in their environment, but rather to the high production of utterances and private mastery talk when they were not with an adult. (Contains six figures/tables.) (JDD)

ED 360 776 EC 302 348

Spencer, Patricia E.; Kelly, Arlene B.
Deaf Infants' Coordination of Attention to Persons and Objects.
PUB DATE- Mar 93
NOTE- 12p.; Poster presented at the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- ective" (Katie Bernstein) offer
27 gifted students which determined that students
prefer,Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Skills; *Computer Software; *Deaf Blind; *Educational Technology; Elementary Secondary Education; Interpersonal Competence; Microcomputers; Preschool Education; *Severe Disabilities; Technology
IDENTIFIERS- Augmentative Alternative Communication

This resource manual provides information on adaptive technology for students with deaf-blindness and severe disabilities. The material is based on a project that sought to identify specific applications that support the acquisition of early communication and social interaction skills. The first section describes 20 computer software programs and adaptations, both commercial and public domain, that can facilitate the use of microcomputers by students with deaf-blindness and severe disabilities. Each review includes: information on the publisher, purposes, possible modifications, and a ranking of the "user-friendly features" of the program; additional rank-ordered information on the range of programs, graphics, options, and reinforcers; and a vignette describing how the program was adapted for and used by a student. The second section consists of resource lists of peripheral equipment and adaptive devices, commercially available software for Apple II computers, public domain software, resources for public domain software, hardware and software warehouses, technology resources, publications, and bulletin boards and user groups. The final section presents annotated bibliographies addressing adaptive technology in general; microcomputer technology in the classroom; technology and augmentative communication; and microcomputers, switch access, and environmental control. (JDD)

ED 360 795 EC 302 367

Mar, Harvey H.; Sall, Nancy
Applications of Technology in the Communication Training of Children with Deaf-Blindness: A Programmatic Approach. Technical Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Severe Disabilities Branch.
PUB DATE- May 93
NOTE- 71p.; For a related document, see EC 302 366.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Communication Aids (for Disabled); *Communication Skills; *Deaf Blind; *Educational Technology; Elementary School Students; Elementary Secondary Education; Intervention; Microcomputers; Multiple Disabilities; Preschool Children; Preschool Education; Secondary School Students; *Severe Disabilities; Teamwork; Training Methods
IDENTIFIERS- Augmentative Alternative Communication

This project developed and evaluated an intervention program involving applications of technology to enhance the communication skills and behaviors of children with deaf blindness and other severe disabilities. Of interest were specific applications designed to increase attention, use of symbols, reception, expression of choice, awareness of contingencies, and social interaction. Project objectives involved: identifying technological resources; developing a conceptual framework of communication technology applications;

The activities have been designed to accompany any type of textbook in any type of instruction. The intention is to provide learners with the opportunity to use Japanese in writing situations that closely resemble authentic writing tasks and to give students the opportunity to learn to respond in a culturally appropriate manner. Each activity is based on an authentic written document that serves as a prompt to define the format and purpose of the writing task. This document provides a context to the activity and a linguistic basis for making writing decisions. The pedagogical objectives are outlined at the beginning of each activity and are intended to help teachers select the appropriate activity for their own purposes. The activity generally starts with a discussion of the topic. After this initial preparation, students are asked to extract pertinent information from accompanying documents. The instructor then helps students identify content and organization for their writing. After students have completed the writing tasks, a final activity asks students to become readers of their classmates' writing and to perform a new task on the basis of what they read. The activities included in this guide deal with tourism, transportation, social communication, shopping, food, education, business, and leisure. (VWL)

ED 360 814 FL 020 700

Teaching Listening in Japanese. Instructional Materials for the Less Commonly Taught Languages.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 132p.; For related instructional material, see FL 020 699.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Instructional Materials; *Japanese; *Listening Comprehension; *Listening Skills; Second Language Instruction; Second Language Learning; Skill Development; Uncommonly Taught Languages
IDENTIFIERS- *Authentic Materials

This volume offers a set of listening activities at three levels of proficiency on the American Council on the Teaching of Foreign Languages proficiency scale: Novice, Intermediate, and Advanced. It has been designed to accompany any type of textbook with any type of instruction. Its purpose is to provide learners with the opportunity to hear authentic, unadapted Japanese and to learn to listen to the kind of information one would hear while traveling, living, or studying in Japan. The recorded materials used for these listening activities are authentic; they were originally recorded for Japanese audiences. Nothing has been altered or simplified in order to give the listener an opportunity to develop strategies that will increase their skills. The listening tasks have been designed to: (1) duplicate the requirements of real-life listening situations; and (2) to train students to decode efficiently and concentrate on the known to fill in the comprehension gaps that occur in a new text in a foreign language. The exercises begin with a pre-listening activity (i.e., discussion or brainstorming). After this initial preparation, students listen to the recording to identify the topic. Students are then given a number of problem situations that must be solved by extracting information from the text. A post-listening discussion concludes the activity. (VWL)

Lectures: Opportunities or Obstacles?" (Tony Lynch); "Can Applied Linguists Do Ethnographic Interviews?" (Brian Parkinson); and "Influence of Languages Other than the L1 on a Foreign Language: A Case of Transfer from L2 to L3" (Matutin Sikogukira). (JL)

ED 360 834 FL 021 411

Cutting, Joan
MSC Common Room Conversations: Topics and Terms.
PUB DATE- 93
NOTE- 15p.; For serial publication in which this paper appears, see FL 021 410.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Applied Linguistics; *Context Clues; Data Collection; *Discourse Analysis; Foreign Countries; Graduate Students; Higher Education; *Interpersonal Communication; Longitudinal Studies; *Vocabulary
IDENTIFIERS- *University of Edinburgh (Scotland)

This paper explores the difference between conversations of new acquaintances and those of established friends. Psycho- and sociolinguistic literature on the subject lacks a systematic grammatical and lexical approach to the analysis of distinguishing features. This paper describes a longitudinal study of the 1991-1992 Edinburgh University Applied Linguistics MSc students' common room conversations investigating how the language of this discourse community changes over the duration of the course as the students' shared knowledge increases. The contextualization cues examined in the full study are special terms and names, general nouns and verbs, exophoric reference, substitution and ellipsis. So far, only special terms have been analyzed, and this paper discusses the trends revealed. Contains 20 references. (Author)

ED 360 835 FL 021 412

Davies, Alan
Speculation and Empiricism in Applied Linguistics.
PUB DATE- 93
NOTE- 14p.; For serial publication in which this paper appears, see FL 021 410.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Applied Linguistics; Discourse Analysis; Foreign Countries; Language Research; *Linguistic Theory; *Second Language Instruction; Second Language Learning; Testing

This paper contrasts two traditions, one originally seeking applications for theory, the other looking for solutions to problems in foreign language teaching, and finds both valuable. Five applied linguistics topics--curriculum, discourse analysis, systemic linguistics, testing, and second language acquisition--are briefly discussed within this framework. It is concluded that the value of empirical research depends on the quality of conceptual analysis. Contains 13 references. (JL)

ED 360 836 FL 021 413

Ferguson, Gibson
Implementing Innovation in Language Education.

of student assessment, to substantiate teachers' observations that students were making significant progress in the two program languages (native and second). The portfolio format presented here consists of: (1) an outline of assessment procedures for different grade levels; (2) a timeline for data collection using each form of evaluation at each grade level (K-6); and (3) forms for each evaluation method. The evaluation forms include a matrix for assessing student oral language skills, a form for evaluating an interactive writing journal (K-1, 2-6), reading rubric assessment scales (K, 1-2, 3-6), guidelines for informal reading observation (1-6), a parent questionnaire concerning the child's reading and writing habits, a student reading attitude questionnaire (K, 1-2, 3-6), and a thematic book list form. (MSE)

ED 360 857 FL 021 441

Kinder Lernen Deutsch. Materials Project Part I. Revised.
PUB DATE- Jan 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communicative Competence (Languages); Cross Cultural Training; Curriculum Design; Elementary Education; Evaluation Criteria; *FLES; *German; Grammar; *Instructional Materials; Intercultural Communication; *Media Selection; Middle Schools; Second Language Instruction; *Second Languages; Textbook Evaluation; *Textbooks
IDENTIFIERS- *Content Area Teaching; Kinder Lernen Deutsch Project

The Kinder Lernen Deutsch (LKD) materials evaluation project identifies materials appropriate for the elementary school German classrooms in grades K-8. This guide consists of an annotated bibliography, with ratings, of these materials. The guiding principles by which the materials were assessed were: use of the communicative approach; integration of subject-area content from the regular curriculum into the German curriculum; functional use of grammar; consistent use of German; promotion of intercultural understanding; use of concrete materials (visuals, props, realia); age appropriateness; use of learner-centered activities; incorporation of a spiral approach to language concepts and topics; and flexibility. The criteria, with a five-point rating scale, included evaluating: the goals, organizing principles, cultural content, subject-content, thinking skills, bias, flexibility, physical characteristics, support materials, and costs of each item. Thirteen commercial texts were recommended. Each description includes: title; author; publisher; sources; publication date; intended age level; intended language development level; ISBN number; components; comments (an annotation); and KLD rating. A suggested sequence of materials for programs of foreign language in the elementary school (FLES), suggestions for supplementary materials for a basic classroom library, a list of dictionaries, teacher resources (songs and rhymes, visuals and teaching methods), magazines, recommended catalogs, and publishers' addresses conclude the document. (MSE)

ED 360 858 FL 021 443

Moore, Barbara J.
Reasons High School Students Choose Spanish as a Foreign Language.
PUB DATE- 93

PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; *Acculturation; Bilingual Education; *Bilingualism; Classroom Techniques; Elementary Education; *English (Second Language); *Language of Instruction; *Language Role; Learning Processes; Oral Language; Second Language Instruction; *Whole Language Approach; Written Language

Seven false but common assumptions about bilingual learners are examined, and whole language principles offering alternatives to those assumptions are presented. The seven assumptions include the following: (1) learning proceeds from part to whole; (2) classes should be teacher-centered; (3) lessons should serve students' future needs; (4) learning occurs as individuals practice skills and form habits; (5) learning oral language precedes learning to read and write; (6) bilingual learners have limited potential; and (7) learning should take place in English to facilitate assimilation. Particular emphasis is given to the last assumption, and ways of working with English-as-a-Second-Language learners using their native language are suggested. Both research and anecdotal evidence are offered in support of the alternative techniques. (MSE)

ED 360 876 FL 021 468

Santos, Sheryl L.; Suleiman, Mahmoud F.
Teaching English to Arabic-Speaking Students: Cultural and Linguistic Considerations.
PUB DATE- 93
NOTE- 8p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p175-180; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Arabic; Arabs; Bilingual Education; Classroom Techniques; *Cultural Traits; Curriculum Design; Elementary Secondary Education; *English (Second Language); Instructional Effectiveness; *Interference (Language); *Language Patterns; North Americans; Second Language Instruction; *Sociocultural Patterns; Uncommonly Taught Languages

Cultural and linguistic information useful to teachers of native Arabic-speakers in English as a Second Language (ESL) and bilingual education is offered. This includes background information on geographic, political, religious, and ethnic divisions, stereotypes commonly held by Arabs about Americans and American society, common stereotypes about Arabs, some Arab contributions to world culture, the role of Arabic and other languages in the Arab culture, and salient differences between Arabic and English, both linguistic and sociolinguistic. A brief bibliography is provided, and charts of the Arabic alphabet, according to position within words, are appended. (MSE)

ED 360 877 FL 021 469

Parrenas, Cecilia Salazar; Parrenas, Florante Yap
Cooperative Learning, Multicultural Functioning, and Student

communities, a state's population growth rate will increase by 2.6 percentage points. The study concluded that states have a higher return on their public investment if their universities are located in large metropolitan areas. Includes extensive tables and figures and a 22-item bibliography. (JB)

ED 360 895 HE 026 629

Schonwetter, Dieter J.; And Others
Women Academic and Career Administrators' Role Perceptions and Occupational Satisfaction: Implications for Appointment and Professional Development.
PUB DATE- Apr 93
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrator Attitudes; *Administrator Characteristics; Administrators; *Age Differences; Career Development; College Administration; Females; Higher Education; *Job Satisfaction; Leadership Styles; Quality of Working Life; *Sex Differences; Women Administrators; Women Faculty; Work Attitudes

This study was the first stage in an analysis of academic and career administrators' perceptions of their functioning in management and leadership capacities and focused in particular on the perceptions of female faculty and administrators. Volunteer participants included 179 male and female university academic and career administrators. Of interest to the study were participants' self-reported job dissatisfaction, competitiveness, and time urgency as a function of age, educational background and gender. Participants were given a questionnaire that collected demographic information and contained the Survey of Work Styles, a scale developed using a Type A Behavior Pattern construct approach. Measures were taken to maintain confidentiality. The data were analyzed using dichotomous variables. Findings indicated that older men, and younger and middle-aged women indicated higher stressful work style scores than either older women or younger men. In addition women without doctoral degrees demonstrated higher dissatisfaction scores than women with doctoral degrees. Also, job dissatisfaction among the younger participants was greater compared to either middle or senior administrators. Overall, the study found that gender and age are related to an individual's work style and job satisfaction. (Contains 27 references.) (JB)

ED 360 896 HE 026 630

Mitchell, Lily; Orkin, Mark
Leadership through Criticism among Business School Intern Students.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Business Education; *Criticism; Foreign Countries; *Graduate Students; Higher Education; *Internship Programs; Interpersonal Relationship; *Personnel

DESCRIPTORS- Admission (School); *Admission Criteria; *Business Administration Education; *College Administration; Formative Evaluation; Higher Education; Institutional Research; Masters Programs; Prevention

IDENTIFIERS- *AIR Forum; Rules and Regulations; *Total Quality Management

A case study was done of how Total Quality Management (TQM) was used in a Masters in Business Administration program to prevent rule infractions rather than to punish students. The program allowed students to take up to 20 hours of classes under an unclassified status before they took an admissions test. In order to continue, however, students were required to meet test score and grade point standards and change from unclassified to regular admission status. In December 1991 31 students violated the 20 hour limit. The study proceeded to try to find the causes of this rule violation using rigorous TQM analysis in five layers. These five analyses included a run chart to bring the process into statistical control, a measure of linear trend with seasonality, a cause and effect analysis, multiple regression, and a student survey. These examinations found that the administrative process was seriously flawed. Once these process problems were understood, corrections were made. There have been no additional violations of the 20 hour rule through the end of the 1993 academic year. (Contains 24 references.) (JB)

ED 360 914 HE 026 652

Gana, Rajaram

Econometric Estimation of the Economic Impact of a University. AIR 1993 Annual Forum Paper.

PUB DATE- May 93

NOTE- 15p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Economic Factors; *Economic Impact; Economic Research; Educational Economics; Higher Education; Institutional Research; Models; *Out of State Students; *State Universities

IDENTIFIERS- *AIR Forum; Delaware; Econometrics; *University of Delaware

This study conducted an econometric analysis of the impact of the University of Delaware (UD), a public, doctoral level institution, on the Delaware economy, particularly the impact of nonresident students. To construct a model the study used historical institutional data from the Office of Institutional Research and Planning at UD and macroeconomic data from the Department of Commerce and the Bureau of the Census for the period 1979-91. In applying the model to the 1991 academic year the study noted that 11,235 nonresident and 9,633 resident students attended UD paying $122 million in tuition and fees. During that year UD spent $290 million in operating educational expenditures, of which $194 million were spent in salaries and wages, including benefits. During this period UD employed 3,651 persons and state appropriations were $68 million. This study used a linear regression model with predetermined endogenous variables and with exogenous variables selected from the collected data. The model indicated that in 1991-92, UD students and employees induced $27 million and $60 million, respectively, in wages and salaries in other sectors of the

Learning; Nontraditional Education; Nontraditional Students; Postsecondary Education; Research; Student Reaction; *Teacher Student Relationship
IDENTIFIERS- *AIR Forum

Student-faculty contact is widely accepted as influencing retention within campus-based programs. The difficulties of implementing such contact within a distance learning environment magnify its importance as a topic for investigation. This study sought to evaluate the effect of faculty initiated contacts on student persistence within a large video-based distance learning program. The study evaluated course completion rates and student opinion for students who received informal faculty contact via phone calls and compared results to those of a control group in the same courses who did not experience faculty initiated contacts. Students (N=120) were enrolled in the following general education courses: Biology, Government, History, and Music. In addition, another group of 100 students participating in a telephone survey, indicated how helpful they considered faculty phone calls to be. The study showed that faculty-initiated efforts seem to have the greatest effect on improving course persistence among freshmen students (those with fewer than 30 earned hours). (Contains 13 references.) (GLR)

ED 360 932 HE 026 670

Grao, Julio; And Others
Optional Subjects in Secondary Education and Demand of University Degrees: Consistency and Implications for the Basque Country University. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Career Choice; *Course Selection (Students); Educational Change; *Educational Demand; Foreign Countries; Higher Education; Majors (Students); School Registration; Secondary Education; *Student Educational Objectives; *Student Interests; Supply and Demand; Undergraduate Study
IDENTIFIERS- *AIR Forum; Spain; *University of the Basque Country (Spain)

The Reform of Secondary Education carried out in Spain in recent years has given rise to an increased number of options for students. This study empirically analyzed the consistency between options chosen by students in secondary education and the later demand for degrees at the higher education level. The sample consisted of two cohorts of students from secondary education that entered the Basque Country University (Spain). The consistency of the initial demand (preregistration) and the final demand (registration) for degrees is then analyzed as are the negative consequences of students' studying for a degree other than the one originally preferred. Also included is a brief discussion of the predictive factors of demand for higher education degrees. The study's findings suggested that it is not advisable to have great numbers of students entering courses other than the ones they wish to follow because such a condition will certainly affect the interest and motivation for the courses. Contains eight references. (Author/GLR).

courses. Faced with a lack of adequately prepared students for higher education, leaders in the land-grant colleges created university high schools that placed vocational preparation at the forefront of their curriculum. Despite resistance by some higher education officials, vocational education began to make substantial progress as scholars and practitioners at colleges and universities furthered the development of vocational education through research and service to secondary school teachers and administrators. (Contains 16 references.) (MN)

ED 360 482 CE 064 084

Elsey, Barry; Mills, Patricia
Knowing Both: Towards Integrating Two Main Approaches to the Tertiary Education of Health Care Workers Involved in Caring for People Living with HIV/AIDS. A Needs Assessment of HIV/AIDS Tertiary Education for Health Care Workers in Metropolitan South Australia.
SPONS. AGENCY- South Australian Health Commission, Adelaide.
PUB DATE- Jun 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adult Education; *Allied Health Occupations Education; Community Attitudes; Continuing Education; Core Curriculum; Curriculum Development; *Educational Needs; Foreign Countries; *Health Personnel; *Holistic Approach; Humanistic Education; Models; Needs Assessment; Postsecondary Education; Urban Education
IDENTIFIERS- *Australia (South Australia)

The need for continuing education about human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) was assessed for health care workers in metropolitan South Australia. Seventeen focus group discussions were held to solicit the views and experiences of various persons regarding HIV/AIDS tertiary education. Included in the discussion groups were health care professionals involved in HIV/AIDS provision, HIV-positive persons, health and welfare service providers, policymakers, and advocacy groups. The participants generally agreed that health care workers need a both a workable knowledge about the medical science of HIV/AIDS treatment and insight knowledge of the human side of working and living with HIV/AIDS. The curriculum for HIV/AIDS tertiary education should be developed in consultation and collaboration with HIV-positive persons, and the goal of training should be to present an integrated approach to the management of treatment and care that focuses on both the person and the disease. (Information about HIV/AIDS training for health care and allied workers, summaries of the focus group discussions, a summary of the initial survey of current tertiary HIV/AIDS education programs for health care workers, and the matrix model used to classify data from the discussions are appended.) (MN)

ED 360 483 CE 064 085

Making High Schools Work through Blended Instruction. A Vision and Plan for the Integration of Academic and Career and Technology Education in Maryland.
PUB DATE- Jun 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

tech prep, and corrections; (2) programs assisted under JTPA; (3) coordination; and (4) changes in Perkins funding. Distribution of Perkins funds is illustrated in charts and a diagram. Descriptions are provided of 17 projects representing 6 types of programs--coordination, equity, integration, partnerships, total quality management, and other. The name, address, and telephone number of a contact are provided for each program. Appendixes include diagrams illustrating student enrollments, results of an employer needs survey, and 16 references. (YLB)

ED 360 502 CE 064 199

Bishop, John H.
On-the-Job Training of New Hires. ILR Reprints No. 668.
PUB DATE- 91
NOTE- 48p.; In: Market Failure in Training? New Economic Analysis and Evidence on Training of Adult Employees. Berlin, Germany, Springer-Verlag, 1991.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cost Effectiveness; *Entry Workers; *Instructional Effectiveness; Labor Turnover; *On the Job Training; Productivity; Promotion (Occupational); Salary Wage Differentials; Tables (Data); *Training Methods

A group of 2,594 employers identified as having hired a new employee prior to 1981 served as the population for a study of the provision and outcomes of on-the-job training of new employees. Respondents were asked how much time the new employees had spent on four types of training activities during their first 3 months of employment. A simple theory of training investment was constructed, and a multivariate analysis of the determinants of training investment was offered. Training effectiveness was analyzed in relation to training provider, establishment size, and generality of training. On average, new employees spent 47.3 hours watching others, 10.7 hours in formal training programs, 51 hours receiving informal training by management, and 24.2 hours receiving informal training by coworkers. Training resulted in substantial increases in workers' productivity during their first year on the job. Informal training by coworkers and training by watching others had higher benefit/cost ratios than informal training by management. The benefit/cost ratio for formal training depended on how the model was specified; however, the marginal rates of return to training appeared to be quite high. Highly general training had a larger effect on wage growth than specific training. (Contains 12 tables, 32 references.) (MN)

ED 360 503 CE 064 214

Breen, Mary J.
Partners in Practice. The Literacy and Health Project, Phase Two. August 1990-October 1992. Summary Report.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Apr 93
NOTE- 39p.; For phase one reports, see ED 346 337-338.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Clearinghouses; Cooperative Planning; *Cooperative Programs; Foreign Countries; *Functional Literacy; *Health Education; Information Dissemination; Instructional Materials; Material

basic education programs, although anecdotal evidence on adults suggests the average U.S. worker may lack many quantitative reasoning skills taken for granted in countries such as Japan. Technology for literacy remains an unfulfilled prophecy, largely due to the inability to create, and lack of funding for, instructional techniques appropriate and cost effective for the populations in need of training. Improved delivery systems, enhanced instructional systems that make use of advanced technologies, improved learner assessment and program evaluation, and expansion of well-trained professional staff may bring about change. (Contains 15 endnotes) (YLB)

ED 360 521 CE 064 255

Wagner, Daniel A.
Literacy and Development: Rationales, Assessment, and Innovation. LRC/NCAL International Paper IP93-1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Achievement Rating; Adult Basic Education; *Adult Literacy; *Developing Nations; *Economic Development; Educational Development; *Educational Innovation; Educational Research; Evaluation Methods; Foreign Countries; Literacy Education; *Program Evaluation; Student Evaluation

Literacy and economic development are inextricably linked in the literature, often with little examination. There are five rationales for this relationship: economic objectives, social objectives, political objectives, endogenous pressures, and exogenous pressures. To achieve both understanding of literacy and improved literacy programming, better methods of assessment and program evaluation should be put into place. Prior experience in assessment has been characterized by use of literacy surveys. New efforts to measure literacy include standardized test surveys of literacy and the household survey approach. The ability to analyze the effectiveness of literacy programs and accountability are also needed. Four common myths help to sustain the political and social support for literacy work, but the lack of solid evidence undergirding the claims should lead to concern as well. The myths are as follows: (1) literacy changes the way humans think, their logical abilities, and their intelligence; (2) literacy leads to human "modernization" and to the changing of attitudes about "development"; (3) literacy fosters democratic ideals and increases national productivity; and (4) illiteracy will be eradicated by 2000. The following key ideas are promoting innovation in literacy work: technology, multisectoral materials, material design, mother tongue and second language issues, and sustained leadership. (Appendixes contain 40 endnotes, a 19-item annotated bibliography, 183 references, 3 data tables, and 1 figure.) (YLB)

ED 360 522 CE 064 256

Puchner, Laurel D.
Early Childhood, Family, and Health Issues in Literacy: International Perspectives. LRC/NCAL International Paper IP93-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 93

A strategic planning process for work force development has been proposed as the best way to improve the coordination of Utah's many employment and training programs. At both the state and federal level, it is widely recognized that employment and training issues have not been addressed in a very coherent way. Both the federal and state governments have created one employment and training program after another without adequately addressing how they should relate to similar existing programs. Although the Job Training Coordinating Council (JTCC) has put forth a great effort to identify and resolve problems associated with a fragmented and duplicative work force development system, their solutions are aimed more at the symptoms than at the cause of the problem. More attention needs to be given to resolving the natural conflicts between agencies that have resulted in "turfism" and have made it difficult for agencies to agree on the role and authority of the JTCC and local Private Industry Councils. If the legislature and governor want an integrated, coherent, and coordinated approach to providing employment and training services, they should sponsor a strategic planning process that clarifies the state's overall goals and objectives for work force development and resolves issues regarding the role of each agency and who should be given the authority to see that the state's goals are achieved. (Appendixes include program descriptions, maps of service delivery offices, and agency response.) (YLB)

ED 360 541 CE 064 324

Investing in Youth: A Compilation of Recommended Policies and Practices. National Conference (New Orleans, Louisiana, December 9-11, 1992).
PUB DATE- Dec 92
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Apprenticeships; Community Action; Coordination; Dropout Prevention; Dropout Programs; Early Parenthood; Educational Change; *Educational Policy; *Educational Practices; Educational Strategies; Education Work Relationship; Family Programs; Federal State Relationship; *Government School Relationship; Grants; High Risk Students; Hispanic Americans; Intergenerational Programs; Job Training; *Policy Formation; Postsecondary Education; Program Development; Program Improvement; Secondary Education; Statewide Planning; Student Motivation; Vocational Education; *Youth Employment; Youth Opportunities; *Youth Programs
IDENTIFIERS- New York; Pennsylvania

These proceedings include 13 "perspectives from the field" and 9 selected papers (with abstracts) from a national conference on recommended policies and practices for investing in youth. The 13 perspectives papers are as follows: "Saving the Next Generation" (Berlin); "Effective Strategies for Investing in Youth" (El-Amin); "Policies and Issues Concerning Youth at Risk" (Jones); "The Meaning of School Reform" (Mizell); "Community-Based Efforts and Youth Development Policy: An Effective Partnership for Latino Youth" (Perez); "From Deterrence to Development: Toward a National Youth Policy" (Pittman); "Investing in Our Youth" (Slobig); "What We Can Do for Our Youth" (Walker, Bailin); "Building a System of Effective Programs for In-school At-risk Youth and Dropout Youth" (Wuest); "What Are Effective Strategies for Investing in Youth?" (Burton); "How to Get Young People Interested in School first 5 years after high school. The nine units of the curriculum cover the following topics: interpersonal relationships, parenting decisions, managing resources, clothing decisions, leadership and citizenship, financial decisions, decisions for healthy food choices, housing decisions, and career decisions. Each unit contains the following. competencies, objectives, teaching outline keyed to teaching strategies and learning activities, and suggested resources, with addresses. The guide also includes a course blueprint. (KC)

ED 360 559 CE 064 354

Food Science 7075. Curriculum Guide.
PUB DATE- Aug 93
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Development; *Chemistry; Competence; Competency Based Education; Course Content; Educational Resources; Food; *Foods Instruction; High Schools; Home Economics; Learning Activities; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- North Carolina

This curriculum guide was developed as a resource for teachers to use in planning and implementing a competency-based instructional program on food science in the 11th and 12th grades. It contains materials for a 2-semester course, based on the North Carolina Program of Studies (revised 1992); it is designed to help students learn about the physical and chemical changes that occur during the processing, packaging, and preservation of foods, as well as the many careers in this area. The 12 units cover the following topics: introduction to food science; and evaluation of food, matter, electrolyte solutions, energy, and food chemistry; leadership and citizenship; food mixtures; food microbiology; food preservation; complex food systems; and trends in food science. Units include competencies, objectives, a teaching outline keyed to teaching strategies and learning activities, and suggested resources. Other contents of the guide are as follows: course blueprint; course matrices; content outline; curriculum page layout; and a resource list citing 2 course textbooks, 6 state-adopted textbooks, 26 other books, 15 journal articles, 12 sources of information, 10 filmstrips, 13 videotapes, 5 computer software programs, 3 educational packets, 6 display kits, and 7 sources of supplies and equipment. (KC)

ED 360 560 CE 064 355

Interior Design and Housing. 7055. Curriculum Guide.
PUB DATE- Aug 92
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Development; Competence; *Competency Based Education; Course Content; Educational Resources; High Schools; Home Economics; Home Management; *Housing; Housing Needs; Housing Opportunities; *Interior Design; Learning Activities; Real Estate Occupations;

ED 360 579 CG 024 956

Ridenhour, Suzanne M.; Brownlow, Sheila
The Use of the Vineland Adaptive Behavior Scales to Predict Accurate Social Perception.
PUB DATE- Mar 93
NOTE- 23p.; Poster presented at the Annual Meeting of the Southeastern Psychological Association (39th, Atlanta, GA, March 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adults; *Interpersonal Competence; *Mental Retardation; *Personality Traits; Prediction; Sex Differences; *Social Cognition
IDENTIFIERS- *Vineland Adaptive Behavior Scales

Adaptive behavior refers to behaviors that demonstrate an age-appropriate level of adjustment and independence within one's cultural group. Many adaptive behaviors involve social perception, which may be described as knowing who does what, with whom, where, and when. The demonstration of these behaviors may be an important factor in the ability of an individual with mental retardation to successfully integrate into the community. This study examined social perception among 48 mentally retarded adults classified as having either moderate or severe deficits in adaptive behavior by the Vineland Adaptive Behavior Scales. Participants listened to stories detailing social interactions in which a character exhibited warmth or dominance, and were asked to choose one picture from two choices of the man who was the character in the story. As past research has demonstrated that baby-faced people are perceived as warm and kind, and mature-faced people are viewed as dominant, the pictures depicted a mature- and a baby-faced choice. The results indicated that males with moderate deficits in adaptive behavior consistently made accurate attributions of warmth to the baby-faced man and dominance to the mature-faced man. Moreover, neither chronological age nor intelligence quotient were positively related to attribution accuracy. The results indicated that the Vineland measure is a determinant of socially-adaptive skills for some mentally retarded people. (Author/NB)

ED 360 580 CG 024 957

Wasserman, Nora M.
How To Define Child Abuse and Neglect?
PUB DATE- 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Definitions; Sexual Abuse

This paper examines definitions of child abuse and neglect as put forth by the Child Abuse Prevention and Treatment Act and the Child Abuse Amendments of 1984. Four types of child abuse and neglect are identified and briefly described: physical abuse, child neglect, sexual abuse, and mental injury (also referred to as emotional/psychological abuse). The prevalence of child abuse is examined and statistics are given for the various types of abuse. A section examining why child abuse and neglect

view research as a practical tool, and argues for research based on student characteristics at the individual campus level. "In Search of the Lost Chord: Applying Research to Planning and Decision Making" (Larry Benedict) lists reasons cited for failing to conduct research in student affairs and shows that research need not be expensive or time consuming. "Of Puzzles and Pieces: Organizing and Directing a Campus-Based Research Agenda" (William Weitzer and Gary Malaney) describes a simple four-step process for planning the design of research projects. "Rethinking Research in Student Affairs" (George Kuh) presses the profession to move forward in its thinking about what constitutes useful knowledge. "The Call to Assessment: What Role for Student Affairs?" (Gary Hanson) provides an overview of assessment issues in higher education and student affairs. "Peering Through the 'Looking Glass' at Preparation Needed for Student Affairs Research" (Deborah Ellen Hunter and Karl Beeler) discusses how student affairs professionals can be motivated and taught the skills for competency in research. "Student Affairs Research on Trial" (Robert Brown) passes judgment on the profession as a producer and user of research. (NB)

ED 360 599   CG 024 983

McIntire, David, Ed.; Willer, Patricia, Ed.
Working with International Students and Scholars on American Campuses.
PUB DATE- May 92
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Students; *Counseling Services; *Foreign Students; Higher Education; *Legal Problems; *Medical Services; *Student Needs; *Student Personnel Services; Student Personnel Workers

This monograph considers some of the special conditions affecting international students and the particular needs they have within the American educational setting. Included are an introduction by David McIntire and eight chapters. "Academic Challenges and Opportunities" (Janet Constantinidis) focuses on various academic issues as they relate to international students. "Health Care for International Students" (Murray DeArmond and Jillian Hills Stevenson) describes the challenge of providing culturally appropriate health care and counseling to international students. "Legal Issues Affecting International Students" (Peter Levitov) describes immigration law and discusses legal issues related to international students. "Beyond Re-Entry: The Age of the Emerging Global International Student and Scholar" (William Butler) examines the important topics of placement and re-entry. "Working with International Students on Our Campuses" (Carmen Neuberger) highlights the many different areas of student affairs that are involved in meeting the unique needs of international students, focusing on issues involving admissions, housing, and financial matters. "Integrating Foreign Students into the University Community" (Tom Thielen and Martin Limbird) addresses the important task for student affairs to integrate international students into the mainstream of campus life. "Global Trends in Overseas Study" (William Cummings) describes the demographics of the international student population. "Student Affairs

Children to Read Japanese Special Syllables" (Y. Imai and M. Sakai); "A Reading Program for College Students and Its Evaluation" (K. Mori and K. Kawashima); and "Effects of Different Types of 'Focus Instances' on Comprehension of Scientific Writing" (Y. Fushimi). Articles in the December issue are "Children's Predictions while Reading an Expository Text" (M. Iwanaga); "The Effects of Readers' Anticipations on the Comprehension of a Science Text" (Y. Fushimi); "A Kindergarten Post Office" (M. Endo and T. Muto); and "Psychological Studies on Reading Picture Books to Young Children" (T. Nakamura). (RS)

ED 360 618 CS 011 370

Coffman, Nancy
A Study of the Relationship between Word Recognition and Comprehension in Second and Fifth Grade Students.
PUB DATE- Aug 82
NOTE- 57p.; M.A. Thesis, Salem College. Some of the material in the appendixes have filled/broken print which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Correlation; Elementary Education; *Elementary School Students; *Grade 2; Grade 5; Readability; *Reading Achievement; *Reading Comprehension; Reading Research; *Word Recognition
IDENTIFIERS- Spache Diagnostic Reading Scales

A study was undertaken to determine the relationship between word recognition and comprehension achieved by second and fifth grade students using reading material at various levels of readability. The testing instrument used was the Spache Diagnostic Reading Scale containing levels from primer through eighth grade. A pilot study provided a coefficient of reliability for the word recognition and comprehension questions. A sample of 25 second- and 25 fifth-graders from three elementary schools were administered the diagnostic scale. Pearson product-moment coefficients of correlation were calculated between word recognition and comprehension and tested for significance. Chance correlations suggested that no relationship existed between word recognition and comprehension for either group of subjects. Future research should be conducted using larger samples at different grade levels. (Six tables of data and 29 notes are included; 29 references, a letter to parents, a list of words for word recognition, reading passages and comprehension questions, an appendix of data, and a sample calculation of percentages of word recognition and comprehension are attached.) (Author/RS)

ED 360 619 CS 011 371

Heath, Wanda; Carlson, Sarah
Phonics with Feeling.
PUB DATE- 93
NOTE- 5p.; Prepared by Project SEED, Mallett School.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- esearch should be conducted usi
different grade levels. (Six tables of data and 29 notes are i
DESCRIPTORS- Instructional Effectiveness; *Phonics; Primary Education; Program Descriptions; *Reading Instruction; Reading Skills; Self Esteem; Skill Development; *Teacher Developed Materials

Appreciation; *Reading Interests; Reading Material Selection; Recreational Reading; Secondary Education; Teacher Responsibility
IDENTIFIERS- *Horror Fiction

Whether teachers are horror fans or not, part of a teacher's service to student readers is to recommend recent and good horror novels. Unlike the almost idiosyncratic horror market of years past, today a series of recognizable horror writer such as Christopher Pike, D. E. Atkins, R. L. Stine and others are turning out numerous titles specifically for young adults. In addition, the definition of horror today seems to have shifted somewhat from a reliance upon outside forces of evil to a malevolence which can be more readily explained, making horror more like a mystery or detective story than a tale of the supernatural. A final development in recent horror fiction for young adults is that really different books are rare, leaving the field dominated by R. L. Stine and Christopher Pike lookalikes. This may not mean much to horror readers who want predictability, but teachers and librarians should be aware of it. (A 14-item annotated bibliography of recent and recommended horror novels for young adults is attached.) (NH)

ED 360 639 CS 213 967

Clark, Carol Lea; Connelly, Colette
Collaboration: Mutual Empowerment/Silencing? Or Both?
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Group Activities; Higher Education; *Language Attitudes; Personal Narratives; Power Structure; *Writing Processes
IDENTIFIERS- Authorship; *Collaborative Composing; Dialogic Communication; Empowerment; *Voice (Rhetoric)

A dialogue between two writing collaborators reveals the act of collaboration as "empowering, liberating, exhilarating, and almost magical." Community-oriented theories of empowerment suggest collaboration can also be about reclaiming political and personal determinacy because working in pairs or groups can enable writers to encourage each other toward greater freedom of expression as they realign "authority" from external and institutional to internal and personal voices. Collaboration is a social and dialogical act of subjective construction because collaborators invent and edit notions of subjectivity as they engage with each other in writing and as they engage with each other in community. Even when collaboration is working optimally, there are barriers to dual authorship and ownership, but as a paper or book matures in succeeding drafts, real collaboraters find it more and more difficult to distinguish whose words are whose. The potential of collaboration does seem to empower rather than to silence. (SAM)

ED 360 640 CS 213 968

Eveslage, Thomas
Tinkering with Student Journalists: Protest as Prologue to a Free Press in the 21st Century.
PUB DATE- 14 Aug 93

said they liked teacher to use self disclosure; (3) humor, like self-disclosure, fostered a warm communication climate and increased teacher approachability; (4) 97% of the students liked teachers' attempts at humor in the classroom; (5) because of parental experiences, the breadth and depth of games, simulations, and activities used in the classroom increased; and (6) 78% of the students liked the incorporation of games and activities into the classroom. Findings support the use of self-disclosure, humor, and games and activities as affinity-seeking strategies to improve teacher-student relationships. (Contains 75 references.) (RS)

ED 360 658 CS 508 242

Boileau, Don M.
Creativity: Forced Choice as Freedom To Learn More.
PUB DATE- 17 Apr 93
NOTE- 11p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; Creativity; *Forced Choice Technique; Higher Education; *Speech Communication; *Teaching Methods; Undergraduate Students
IDENTIFIERS- Choice Behavior

Within each speech communication class, the teacher can more easily realize the overriding goals of general education by expanding the horizons of the assignment using the method of forced choice. Forced choice operates within the assumptions that the spectrum of structure helps reach a more thorough set of educational goals, and giving the student choices provides a greater motivation for learning. The basic operating principle of forced choice is: while the teacher defines the parameters of the assignment, the student is faced with several choices as to how the assignment will be developed. Teachers can create choices for a single aspect of a speech, or create choices among a field of items as a way to teach the components of that field. Some teachers create choices out of their own educational interests. Another way to give students choices is to allow them to select the method in which they will present the information they have learned. Like all aspects of the management of a communication environment, the teacher needs to communicate clearly the nature of the choices and the freedom necessary to make choices. (RS)

ED 360 659 CS 508 243

Salazar, Abran J.
Organizational Commitment, Socialization, and Identification: A New Approach and Directions for Future Research.
PUB DATE- Feb 93
NOTE- 28p.; Paper presented at the Annual Meeting of the Western States Communication Association (64th, Albuquerque, NM, February 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Identification (Psychology); Literature Reviews; Organizational Communication; Organizational Theories;

Evaluation; Educational Policy; Elementary Secondary Education; *Public Schools; Repair; *School Maintenance; *State Curriculum Guides; State Legislation; *State School District Relationship; State Standards
IDENTIFIERS- *Hawaii

An act of the Hawaii legislature directed the State Auditor to study three areas of Hawaii's publication education: inventory add-on programs or programs that compete with the core curriculum for instructional time, review Chapter 37, HRS, on budgeting; and review Chapter 26, HRS, as it applies to repair and maintenance (R&M) of school buildings. The Auditor was to determine whether the two chapters promote decision making at the school level. Findings indicate that the Board of Education policies and Department of Education documents do not clearly define the statewide curriculum and core programs. Neither core nor add-on programs, however defined, have been evaluated for meeting any statewide standard of student learning. The department has not managed the statewide curriculum in terms of what is written, taught, and tested. Regarding budgeting, state laws on budgeting do not constrain educational restructuring to promote decision making at the school level. The department's proposal for a lumpsum budget would give little added flexibility to schools. Finally, the findings on repair and maintenance found the memorandum of agreement to be outdated, and identified the most significant problem as a lack of funding for and a growing backlog of major repairs. The following recommendations are made: (1) develop new policies to clarify the statewide core curriculum and personnel roles; (2) authorize a lumpsum budgeting pilot project for school/community-based management schools; (3) revise the memorandum of agreement and determine how Oahu's schools can receive an equal level of R&M service; and (4) change responsibility for all informally bid major repairs and nonbid repairs. The Hawaii Department of Education does not agree with some of the recommendations. Three tables and eight figures are included. (LMI)

ED 360 678   EA 025 060

Gittins, Naomi E.
Responding to Child Abuse in the Schools: Issues in Interagency Cooperation.
PUB DATE- May 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; *Child Abuse; *Compliance (Legal); Conflict of Interest; Elementary Secondary Education; Legal Problems; *Legal Responsibility; Personnel Policy; *School Responsibility

This article examines the legal and practical issues that school officials should consider in handling a case of child abuse allegedly committed by a school employee. It suggests ways in which school officials can work with other involved parties to best serve the child's needs without compromising the district's ability to meet its own legal responsibilities. Information is provided on state cooperation statutes, which include laws that mandate interagency cooperation and the use of interdisciplinary child protection teams. Confidentiality provisions that regulate the use of child abuse, student, and

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Educational Change; Educational Improvement; *Effective Schools Research; Elementary School Students; Grade 5; Higher Education; Intermediate Grades; Middle Schools; *School Based Management; *School Restructuring; Theory Practice Relationship
IDENTIFIERS- *Goal Theory; Middle School Students

This paper critically examines the rhetoric of the effective schools and school-based management (SBM) models for educational reform as they relate to an ongoing schoolwide demonstration project to enhance children's motivation and learning. The demonstration project, also called "the coalition," was adopted at one elementary and one middle school in a southeastern Michigan school district. Based on goal theory, the coalition aimed to change school policies and practices to shift the student focus to one of task mastery and learning rather than performance and relative ability. One conclusion is that without a guiding theory of student learning, a discrepancy between a school's institutionalized expectations and its stated mission is difficult to detect. Second, as a single strategy for improvement, the concept of teacher empowerment provides limited scope for substantive change. Finally, a collegial staff is desirable but not sufficient for meaningful school reform. An implication is that what we know about children's goals for learning provides a more useful starting point for reform. (Contains 33 references.) (LMI)

ED 360 698 EA 025 142

Rusch, Edith A.; Perry, Eleanor A.
Resistance to Change: Fact or Stereotype.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Aging in Academia; Educational Change; Elementary School Teachers; Elementary Secondary Education; *Participative Decision Making; *Resistance to Change; School Restructuring; Secondary School Teachers; *Teacher Attitudes; *Teacher Stereotypes; Teaching (Occupation); *Teaching Experience
IDENTIFIERS- *Oregon; *Poststructuralism

A study examined teacher stereotypes as a factor in teacher resistance to change in schools. Based on a poststructuralist perspective, the study views teachers as both objects and subjects of reform and argues that research informs practice in ways that often result in socially constructed stereotypes. Methodology included a literature review, 129 teacher interviews, and 20 followup interviews. The sample included educators from Oregon schools that were in the following stages of implementing democratic participatory practices: infancy (under 3 years); early (3-4 years); midstage (4-5 years); and advanced (6-7 years). Findings indicate that the stereotyping of older, experienced teachers was equally prevalent in schools, despite the stage of implementation. Second, midlife teachers perceived older, experienced teachers as resisters; however, older, experienced teachers described themselves as records system and future activities. (JPT)

ED 360 717 EA 025 164

McQuaide, Judith
Teachers' Use of Team-Planning Time: A Case Study.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 92
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Planning; Grade 6; Intermediate Grades; Junior High Schools; Middle Schools; School Restructuring; Secondary School Teachers; Teacher Role; *Team Teaching; *Team Training; Teamwork; *Time Management

Mandated team planning for a school undergoing restructuring is a major policy change with significant effects on teachers and administrators. One junior high school restructuring into a middle school served as a vehicle for studying how teachers spent their time in mandated team planning. Team planning was initiated to help smooth the transition to the new school structure. The case study focused on one newly formed, three-member team of sixth grade teachers. Data were collected over 3 months at the beginning of the school year. The study measured the amount of time spent during team meetings discussing students, subject matter, teaching strategies, program evaluation, and policy issues. Analysis of the discussions illustrates not only the benefits of team planning, but also problems, misunderstandings, and limitations of time use. Team members found the time allotted for meetings sufficient but would have benefitted from guidance on meeting structure and alternative uses of time. Discussion of special student needs often dominated meetings, and some time restriction was needed for this subject. Also, a method for evaluating the effectiveness of team planning was needed. Appendices include a daily schedule, study consent form, interview questions, and study tools. (Contains 45 references.) (JPT)

ED 360 718 EA 025 165

Siskind, Theresa G.; And Others
An Evaluation of In-School Suspension Programs.
PUB DATE- Feb 93
NOTE- 36p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater Beach, FL, February 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Probation; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; *In School Suspension; Program Evaluation; Public Schools; *Student Behavior; Student Motivation
IDENTIFIERS- *Berkeley County School District SC

Findings of a study that determined the effectiveness of the Berkeley County (South Carolina) in-school suspension (ISS) program are presented in this paper. Methodology involved personal interviews conducted with the ISS director and ISS teacher in 8 middle and 8 high schools in the county, a total

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Decision Making; *Educational Change; Elementary Secondary Education; *Governance; Interprofessional Relationship; *Participative Decision Making; *Principals; Teacher Administrator Relationship

Findings of a study that explored the impact of shared governance on the principal's role are presented in this paper. Methodology included two telephone interviews and one onsite observation with 15 principals from 10 elementary, 1 middle, and 4 high schools in rural and suburban communities in Georgia. The schools participated in shared governance through their affiliation with the League of Professional Schools. Findings indicate that principals who decided to implement such a potentially frustrating and time-consuming process as shared governance believed that they did not have all the answers, trusted the teachers, and believed that better decisions would result. Principals implemented participative decision-making processes because of their natural leadership style, a critical incident, or concern about restrictive mandates. Critical elements for success included strong commitment by the principal, acceptance of role change, and a philosophical belief about sharing authority. Although principals with a collaborative nature may find shared governance more natural, those with more directive styles can change if they are committed to the shared-governance philosophy. Rather than passing mandates to initiate shared governance, invitations should be extended that encourage educators to explore the concept of shared governance and to develop a process. (LMI)

ED 360 737　　　　EA 025 190

Brown, Dave F.
The Political Influence of State Testing Reform through the Eyes of Principals and Teachers.
PUB DATE- Apr 93
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Elementary School Teachers; Elementary Secondary Education; Measurement; *Politics of Education; Principals; Secondary School Teachers; *Standardized Tests; State Legislation; *State Standards; *Testing Problems; *Test Use; Test Validity

Findings of a study that sought to determine teachers' and principals' perceptions concerning state-mandated testing are presented in this paper. Data were gathered through interviews with 30 fifth- and sixth-grade teachers and 12 principals in 3 states--Tennessee, Illinois, and New York--where statewide testing has been implemented for 30 years, 5 years, and 1 year, respectively. Findings indicated that teachers and principals mistrusted the State Departments of Education and state legislators; were confused about the purposes of state testing; perceived themselves as powerlessness to influence state testing policy; questioned the effectiveness of the tests in

Family-Centered Early Intervention" (Lynda F. Pearl); "Collaboration and Service Coordination for Effective Early Intervention" (Mary Beth Bruder and Theresa Bologna); "Curricula for Early Intervention" (Susan R. Sandall); "Intervention in the Neonatal Intensive Care Unit" (S. Kenneth Thurman); "Developmental Follow-Up of At-Risk Infants" (Lynda F. Pearl); "Personnel and Disciplines in Early Intervention" (Wesley Brown and Sarah Rule); "Program Evaluation in Early Intervention" (Scott Snyder and Robert Sheehan); and "Some Perspectives on the Continuing Challenges in Early Intervention" (S. Kenneth Thurman). Most papers include references. A glossary and an index are provided. (JDD)

ED 360 756 EC 302 327

Smith, Barbara J.; Rose, Deborah F.
Administrator's Policy Handbook for Preschool Mainstreaming. Administrative Issues for Education Series.
PUB DATE- 93
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitude Change; Change Strategies; Compliance (Legal); *Disabilities; *Early Intervention; Educationally Disadvantaged; Educational Policy; *Mainstreaming; *Preschool Children; Preschool Education; Program Effectiveness; Public Policy; *School Policy; *Student Placement

This handbook is designed to help public school administrators to develop policies and procedures that allow for the appropriate educational placement of preschool children with disabilities in mainstreaming settings. Part I contains background information and materials on legal requirements related to mainstreaming, the efficacy of early childhood special education, and how to influence public policy. Part II provides information on the typical kinds of policies that are found to be barriers or to present disincentives to mainstreaming; summarizes attitudinal barriers hindering mainstreaming efforts; suggests a step-by-step process for systems change, using recommendations taken from effective school reform efforts; offers strategies for identifying policy barriers and options; provides a framework for changing policy barriers; and proposes strategies for applying newly developed policies to the process of making placement decisions for preschool age children with disabilities. Examples of actual policy documents that have been developed by states or localities to remedy mainstreaming disincentives are included. Appendixes contain legal resources; a list of resource people and resource agencies; background information on Chapter 1 programs for children who are educationally deprived; and sample state and local policies from Arizona, Jefferson County (Kentucky), Rhode Island, Massachusetts, Arizona, Minnesota, Vermont, New Mexico, and Wichita (Kansas). (Contains 25 references.) (JDD)

ED 360 757 EC 302 328

McGee, Donald P.
Traumatic Brain Injury in Vermont Education.
PUB DATE- 93
NOTE- 41p.; Professional Paper, Castleton State College.
LANGUAGE- English

DESCRIPTORS- *Attention; Attention Control; Child Development; *Deafness; *Infant Behavior; Infants; Interaction; Mothers; Parent Child Relationship; Play; Videotape Recordings; *Visual Stimuli

IDENTIFIERS- *Disabled Parents

Three groups of 12-month-old infants (10 deaf infants with hearing parents, 10 deaf infants with deaf parents, and 10 hearing infants with hearing parents) were videotaped during free play with mothers. Infant attention state was coded, identifying periods as: (1) unengaged, (2) onlooking, (3) object-attend, (4) person-attend, (5) supported joint attention, or (6) coordinated joint attention. Episodes of coordinated joint attention represent periods during which infants coordinate their attention between social partners and objects. Results indicated that deaf infants with hearing parents lagged behind the other two groups in demonstrating coordinated joint attention, suggesting that adults experienced with communication in the infants' primary modality promote the infants' development of attending behaviors. Similarity between the pattern of attention states shown by the two groups of infants whose parents share their children's hearing status suggests that audition has no unique role in the development of patterns of visual attention. (Author)

ED 360 777 EC 302 349

Chesnick, Marie; And Others

Differences in the Metalinguistic Development of Children with Oral Language, Written Language Problems, or Both.

SPONS. AGENCY- National Inst. on Deafness and Other Communications Disorders, Bethesda, MD.

PUB DATE- Mar 93

NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; Elementary School Students; *Instructional Effectiveness; Intervention; *Language Acquisition; *Language Handicaps; *Language Processing; Metacognition; *Metalinguistics; Oral Language; *Reading Difficulties

This paper addresses whether differences in metalinguistic abilities exist initially in children with oral language processing problems alone, reading problems alone, or both reading and oral language problems and examines whether these selected ability groups respond differently when provided with periodic intervention involving metalinguistic tasks under various encoding and retrieval conditions. The 140 subjects (ages 5-12) were classified as having oral language only problems, reading problems, combined problems, or being at risk. Subjects were administered an experimental battery of metalinguistic tasks. Reassessment after 9 months indicated that there were no significant differences among the four groups in their performance on any of the metalinguistic tasks, when given help in encoding or in retrieving the linguistic categories and relations, though there had been initial differences in the groups' performances. Comparisons of the performance of the four experimental groups and the control children at reassessment indicated that the experimental children performed significantly better than controls on the phoneme segmentation tasks, syntactic tasks, and sentence selecting and implementing interventions that can enhance early communication and that can be integrated into the educational curriculum; and evaluating the efficacy of technology applications in enhancing early communication skills, meeting individualized education program goals, and promoting the development of related functional skills. Participants included 26 children, ages 3 to 15. A team collaboration model was utilized, in which each child's communication goals were generated and intervention activities were then implemented, monitored, and revised. One case example illustrates the multistep process. Overall results supported the efficacy of integrating microcomputers and other technological resources into students' communication training, including students with severe to profound cognitive disabilities. Analysis of intervention goals and activities revealed that, for students with nonsymbolic, nonintentional forms of communication, increasing social attention and contingency awareness were of primary concern. In contrast, for students with higher levels of communicative competence, increasing the use of symbols was most frequently targeted. Appendixes contain profiles of expressive communication and social interaction and a copy of the first issue of the Center for Adaptive Technology newsletter. (Contains 21 references.) (Author/JDD)

ED 360 796　　　　EC 302 368

Improving Physical Education Activities for Students with Disabilities.
PUB DATE- Jul 92
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adapted Physical Education; *Curriculum Development; Elementary Secondary Education; Eligibility; *Emotional Disturbances; Individualized Education Programs; *Learning Disabilities; *Mild Mental Retardation; Motor Development; Physical Fitness; Psychomotor Skills; Recreational Activities; State Standards; Student Characteristics; *Student Educational Objectives; Student Evaluation; Student Placement; Teacher Role
IDENTIFIERS- *Michigan

This document is designed to assist physical education teachers to design curricula which can help students with learning disabilities, emotional impairments, and educable mental impairments achieve Michigan's essential goals and objectives for physical education. Chapter I discusses legal mandates, terminology, movement characteristics of the target populations, role of physical education teachers, and recommended caseloads. Chapter II covers eligibility for special physical education, referral and evaluation processes, individualized educational planning, and placement decisions. Chapter III contains the individual objectives which students need to accomplish in order to reach the state goals. These goals address fundamental motor skills, cognitive abilities, body control, physical fitness, sport and leisure skills, and personal social skills. Under each objective, lead-up activities and suggested adaptations are listed, followed by areas in which a student may need developmental activities. Chapter IV covers developmental problems which may keep the student from achieving objectives. A definition of each

ED 360 815 FL 020 920

Hart, Mary Elizabeth
Predicting Achievement in Foreign Language.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Grade 10; High Schools; High School Students; *Intelligence; *Language Proficiency; Mathematics; *Predictive Measurement; Reading; Scores; *Second Language Learning; Student Placement; Track System (Education)
IDENTIFIERS- *High School Entrance Examinations; High School Sophomores

A review of research is inconclusive concerning the relationship between intelligence and language proficiency. A study of 10th grade students (n=35) examined scores on a high school entrance exam and achievement in foreign language after 1 year of study. Both math and reading showed a significant correlation with foreign language achievement; the least significant correlation existed between a cognitive skills quotient and foreign language achievement. Overall, the data lead to the acceptance of the research hypothesis; there is a correlation between achievement on the high school entrance exam and achievement in the first year of foreign language study. Findings also suggest a need for more research on the topic of placement in the foreign language classroom, the choice of placement tests, and the concept of tracking in foreign language. (Contains 14 references.) (JP)

ED 360 816 FL 021 032

Kamhi-Stein, Lia
Summarization, Notetaking, and Mapping Techniques: Lessons for L2 Reading Instruction.
PUB DATE- May 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; *Cognitive Mapping; Higher Education; *Notetaking; Reading Comprehension; *Reading Instruction; *Reading Strategies; Second Language Instruction; *Second Languages; Skill Development; *Study Skills
IDENTIFIERS- *Summarization

A review of literature on learning strategy instruction in first and second languages focuses on the strategies of summarization, notetaking, and cognitive mapping techniques aimed at improving students' reading comprehension skills. The literature suggests that summarization is a technique that can be taught, and because it appears to be developmental, it will be most effective with older students. In addition, it could contribute to comprehension of both content and text organization in the second language. Training in notetaking has also been shown to have positive results, but to be effective, it must include sufficient modeling and practice. It may also be especially helpful for second-language students in content-area instruction. Mapping was found to be an excellent technique for classroom instruction, consistently improving reading comprehension. It is noted that individual differences in thinking and learning should be taken into account when presenting this technique. Contextualized instruction,

PUB DATE- 93
NOTE- 15p.; For serial publication in which this paper appears, see FL 021 410.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Administrator Role; *Change Strategies; *Educational Change; *English (Second Language); Foreign Countries; *Instructional Innovation; Second Language Instruction

This paper offers a commentary on the problems of implementing innovation in language education, with particular reference to English language teaching. Various factors that influence adoption and implementation are considered: properties of the innovation, the transmission process, and the management of change. The overall aim of the paper is to contribute to a sounder conceptualization of the change process that will assist those involved in the management of change. Contains 24 references. (Author)

ED 360 837 FL 021 414

Geranpayeh, Ardeshir
Functional Controlled Writing.
PUB DATE- 93
NOTE- 16p.; For serial publication in which this paper appears, see FL 021 410.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Classification; *Classroom Techniques; College Students; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Higher Education; Rhetoric; Second Language Instruction; Testing; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Iran

This study reports the results of two experiments involving a focus on the rhetorical functions of generalization and classification in the teaching of the writing skill to English as a Foreign Language (EFL) learners in Iran. The main research question is whether the teaching of language functions is relevant in the development of writing ability in university EFL learners. Results suggest that teaching language functions has a positive effect on the development of this ability. The writing tests used in the experiments are appended. Contains 13 references. (Author/JL)

ED 360 838 FL 021 415

Ghonsooly, Behzad
Development and Validation of a Translation Test.
PUB DATE- 93
NOTE- 11p.; For serial publication in which this paper appears, see FL 021 410.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- College Students; Comparative Analysis; Criterion Referenced Tests; English (Second Language); Foreign Countries; Higher Education; Item Analysis; Language Proficiency; *Language Tests; Scores; *Test Construction; Testing; Test Items; *Test Reliability; *Test Validity; *Translation

NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; College Admission; *Course Selection (Students); Decision Making; *Enrollment Influences; High Schools; *High School Students; Job Skills; Language Role; School Surveys; *Second Languages; *Spanish; *Student Attitudes

A survey investigated why high school students in one small city school chose Spanish as their foreign language of choice over French or Latin. Respondents were 103 students currently enrolled in Spanish at four levels. The survey was a multiple-choice questionnaire that also included space for an open-ended response. Results indicate that: 89 percent of the students were studying a foreign language because it was required for college; 45 percent had a personal desire to learn a language; career plans were an important reason for language study for 27 percent of the students; Spanish was chosen primarily because it was spoken in the United States more than other foreign languages, it was perceived as easier to learn than other languages, or was seen as more useful than other languages for careers. The information gathered is seen as useful in understanding students' perceptions of and motivations in studying a foreign language, and for selecting appropriate teaching methods. (MSE)

ED 360 859 FL 021 444

Mohammed, Aliyu; Zarruk, Rabiu
Implementing the National Language Policy in Nigerian Schools: Problems and Prospects.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); Foreign Countries; Hausa; Higher Education; Igbo; *Language of Instruction; *Language Planning; *Language Role; *Multilingualism; *Official Languages; Preschool Education; *Public Policy; Uncommonly Taught Languages; Yoruba
IDENTIFIERS- *Nigeria

A discussion of Nigeria's national language policy looks at the official structure for language instruction, its rationale, and perceived problems and possibilities. The policy requires that the mother tongue or language of the immediate community be the medium of instruction at pre-primary and early primary levels, with English emerging as medium of instruction halfway through primary education. At the secondary level, English remains the medium of instruction, but each child must also learn one of three major Nigerian languages (Hausa, Igbo, Yoruba). In universities, English is the language of instruction, with some teaching and research in other languages. Common criticisms of the policy are that the transition from the mother tongue to English is not well articulated and that pupils are made to learn too many languages too quickly. However, in practice, the multilingual approach is found advantageous. Problems affecting implementation of the policy include: the large number of languages included; ineffectual supporting policies and practices; difficulty in maintaining teachers; inadequate facilities; curricula that do not reflect the difference between first and second language teaching; inadequate instructional materials; and negative public sentiment.

Achievement.
PUB DATE- 93
NOTE- 11p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p181-189; see FL 021 457. For an earlier version of this paper, see ED 337 540.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Accountability; Classroom Techniques; *Competition; *Cooperative Learning; *Cultural Pluralism; Economic Factors; Educational Trends; Elementary Secondary Education; Instructional Effectiveness; Interpersonal Competence; Leadership; *Limited English Speaking; Skill Development; *Socialization; Student Attitudes; Student Characteristics; Student Motivation; Trend Analysis

A discussion of the literature on cooperative learning and demographic trends in American education focuses on factors contributing to academic achievement in an increasingly multicultural school population. Research suggests that cooperative learning groups achieve only in the presence of two essential conditions: group goals and individual accountability. Cooperative learning methods that incorporate these conditions are found to be considerably more effective than other instructional methods. Research indicates that cooperative learning promotes higher achievement than competitive and individualistic learning structures, promote healthy ethnic relations and reduce racial conflict, contribute to student socialization and democratic participation, and support development of the flexibility needed in a rapidly changing economy. Five principles underlying successful cooperative learning experiences are outlined: distributed leadership; heterogeneous grouping; positive independence; social skills acquisition; and group autonomy. Teachers are encouraged to adopt a cooperative classroom structure, which is seen as more compatible with the social values of language-limited students. (MSE)

ED 360 878 FL 021 470

Rodriguez, Juan C.
Reconstruction of Academic Credentials for Southeast Asian Refugee Teachers: A Comprehensive IHE Approach to Access and Excellence.
PUB DATE- 93
NOTE- 8p.; In: Malave, Lilliam M., Ed. Annual Conference Journal. Proceedings of the National Association for Bilingual Education Conferences (Tucson, AZ, 1990; Washington, DC, 1991). Washington, DC, 1993, p191-196; see FL 021 457.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Bachelors Degrees; College Admission; *Credentials; Elementary Secondary Education; *English (Second Language); Higher Education; Liberal Arts; *Professional Continuing Education; Program Descriptions; *Refugees; Second Language Instruction; *Teacher Certification; Teacher Education; *Teacher Qualifications
IDENTIFIERS- *Southeast Asians; University of Massachusetts Lowell

Evaluation; Sex Differences; *Student Attitudes; Vocational Evaluation; White Students
IDENTIFIERS- University of the Witwatersrand (South Africa)

This study sought to identify the gap between what business school students want out of the performance appraisal during their internship in companies, what they receive, how they perceive it, and whether these responses are affected by race and gender. The student group included 35 males and females of both Black and White races at the University of Witwatersrand's Business School in Johannesburg, South Africa. Students ranked 12 aspects of criticism in a log book kept during their internship and responded to a questionnaire. Additionally, six of the students volunteered to have their performance appraisal with their intern supervisor observed by one of the researchers. On return to school the students completed the Impact Message Inventory, a self-report transactional inventory designed to measure a person's interpersonal style. It was found that students want to know how they are doing and what they can do to improve in their weak areas. On ranking the 12 aspects of criticism, the five most important were trust of the supervisor, quality of information, respect of supervisor, clarity of action, and increased self development. The application of the chosen instruments was triangulated by on-site observation and qualitative interviews with individuals. Students were concerned about destructive criticism which was not tied to action. (Contains 25 references.) (JB)

ED 360 897 HE 026 631

Rhem, James, Ed.
The National Teaching and Learning Forum. 1992-93.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 74p.; Published six times a year, coinciding with the academic year.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; Classroom Research; Cognitive Style; College Freshmen; Cooperative Learning; Educational Methods; *Educational Practices; Higher Education; *Instructional Improvement; Political Socialization; *Teacher Effectiveness; Teacher Student Relationship; Teaching Assistants; *Teaching Methods
IDENTIFIERS- American Association for Higher Education

The six issues of this newsletter for academic year 1992/93 typically include one or more lead articles; the columns "Research Watch," "ERIC Tracks," and "Teaching Assistant (TA) Forum"; Case Studies; and Case Study Responses. Major articles and columns included in this volume are: "Cooperative Learning as a Teaching Alternative"; "The Practical Intelligence of Improving Teaching"; "Diversity and the Classics" (Robert Crossley); "Making Tests Teach"; "Assessment Planning: Measuring the Improvement in Teaching" (Robert M. Jones and John E. Steinbrink); "TV or Not TV"; "Students as Reviewers of Faculty Case Studies" (John Furlong); "Teaching Assistants: The Issues, the Programs, and the Resources" (Judi Conrad); "The Thinking Heart"; "Ten Fundamental Truths About Learning" (William A. Reinsmith); "Teaching for Character"; "Five Ways to Improve Written Responses to Student Work" (Robert S. Dornsife); "Political Correctness and the 'Feminization' of Academe" (Bonnie Wheeler); "Rules, Fairness, Grades, and Graduation"; and "Active Learning" (Judi Conrad). Many of the state economy. In addition, the model suggested that nonresident students induced $18 million, of the $27 million, in wages and salaries in other sectors of the Delaware economy. The paper concludes that this analysis method is more usable than the commoner but more complicated models. (Contains 58 references.) (JB)

ED 360 915 HE 026 653

Pike, Gary R.
The Relationship Between Alumni Satisfaction and Work Experiences. AIR 1993 Annual Forum Paper. Revised .
PUB DATE- May 93
NOTE- 36p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alumni; *Attitudes; *College Seniors; Higher Education; Job Satisfaction; Sex Differences; Student Attitudes; Student College Relationship; *Undergraduate Study; Work Experience
IDENTIFIERS- *AIR Forum; Alumni Relations; College Student Satisfaction Questionnaire; *University of Tennessee Knoxville

This study examined the relationship between work experiences and alumni satisfaction with their college experience at the University of Tennessee, Knoxville (UTK). As part of a campus-wide assessment program in 1988, all seniors completing the UTK general education testing requirement were administered a survey designed to elicit information about their satisfaction with college. In 1990, the same individuals were mailed copies of the Tennessee alumni survey containing many of the same items in the senior survey. The response rate for the senior survey was 100 percent, and the response rate for the alumni survey was slightly greater than 50 percent. Data from both surveys were available for 828 individuals who were employed full-time when the alumni survey was administered. Preliminary analysis revealed that most subjects had positive evaluations of their work and college experiences. Only 18 percent of the subjects were dissatisfied or very dissatisfied with the types of work they were doing. Alumni ratings of college experiences were positively related to their ratings as seniors. Alumni dissatisfied with their college experiences were dissatisfied as seniors. In addition, those satisfied with the types of work they had and their pay rates, held more favorable opinions of their college experience. (contains 36 references.) (JB)

ED 360 916 HE 026 654

Simpkins, Alice M.
The Paine College Comprehensive Assessment and Evaluation Plan: A Model for the Implementation of Institutional Effectiveness at a Small College. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 13p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

ED 360 933 HE 026 671

Keating, Jean C.
SCHEV Integrated Data Base: The First Step. The SCHEV Student Data Base. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 14p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Admission; *Database Design; *Databases; Data Collection; Data Processing; Degrees (Academic); Enrollment; Higher Education; Information Needs; Private Colleges; Public Colleges; Student Financial Aid
IDENTIFIERS- *AIR Forum; *State Council of Higher Education for Virginia

This paper reports on the implementation of the first two parts of an integrated data base designed to replace the fragmented surveys and data files of Virginia's institutions of higher education. The two parts being examined involve the State Council of Higher Education for Virginia (SCHEV) Student Data Base and the Institutional Information File. The SCHEV Institutional Information File will provide institutional specific information used in checking the various data bases. The design of this file allows expansion of information through the addition of different types or groups of records. The 1992 file consists of three groups of records: institutional specific information, one per institution; multiple records per institution, one record per student level per institution; and multiple records per institution, one record per degree per degree level per institution. A file reflecting all courses taught during a year at each institution is in the process of being added to the database. The SCHEV Student Data Base will consist of five data files: (1) fall headcount, (2) annual course enrollment, (3) financial aid, (4) degrees conferred, and (5) admission. First, the report describes each part's data file design, followed by a section describing the implementation phases for 1992 through 1994. It concludes with a progress update. (GLR)

ED 360 934 HE 026 672

Takalkar, Pradnya; And Others
A Search for TRUTH in Student Responses to Selected Survey Items. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 18p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Admission; College Applicants; College Bound Students; Comparative Analysis; *Error of Measurement; Higher Education; Institutional Research; Research; Research Methodology; Sampling; *Statistical Analysis; *Statistical Bias; Student Characteristics; *Student Reaction; *Surveys;

DESCRIPTORS- *Academic Education; Articulation (Education); *Career Education; Community Colleges; Educational Objectives; Educational Practices; *Fused Curriculum; Futures (of Society); High Schools; Integrated Activities; Models; *Secondary School Curriculum; State Action; *Statewide Planning; *Technology Education; Two Year Colleges
IDENTIFIERS- *Maryland; Tech Prep

A team consisting of Maryland State Department of Education (MSDE) staff, local educators, and other representatives developed an action plan to assist in advancing the blending of academic, career, and technology education. The team prepared a vision statement, set strategic directions, analyzed barriers, and developed recommendations and actions for a 5-year period. The main tenets of the vision were as follows: (1) every student will participate in challenging and purposeful studies blending theory and application; and (2) every graduate will demonstrate mastery of the life skills required for a smooth transition into a globally competitive, technologically advanced, and service-oriented society. Five practices were mandated for Maryland schools to permit students at every level of schooling to receive blended instruction in a "single seamless system of education." The team also formulated a 10-point action plan for the MSDE to implement to help school systems and communities achieve the vision for blended instruction as a systemwide practice. (This report includes 17 references and appendixes containing a correlation of national and Maryland goals for the year 2000, key practices for raising student achievement, descriptions of six successful high school and community college programs, eight models of integration, and Maryland's career development model.) (MN)

ED 360 484 CE 064 086

Arzy, Marsha R.
Analysis of Necessary Computer Skills for Entry-Level Office Workers.
PUB DATE- Aug 92
NOTE- 92p.; Master's Thesis, Eastern Montana College.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Literacy; *Educational Needs; *Employer Attitudes; *Employment Qualifications; *Entry Workers; Office Automation; *Office Occupations; Organization Size (Groups); Questionnaires; State Surveys
IDENTIFIERS- *Wyoming

The level of computer training needed by students seeking entry-level office jobs was the subject of a questionnaire mailed to 153 businesses in northern Wyoming. Usable responses were received from 117 businesses (for a response rate of 76.5 percent). Company size did not significantly affect computer use. Even though 51 percent of the firms contacted have fewer than 5 employees, 94 percent of the respondents stated that computers are used at their businesses to perform office tasks. The vast majority of businesses reported using IBM and/or IBM-compatible computer systems, and 40 percent stated that their computers are connected to a local area network. Use of electronic mail was also found to be increasing rapidly. Seventy-eight percent of the respondents either preferred or required that entry-level workers be able to operate a word processor. Ninety-two percent of the respondents expressed a preference for applicants with previous work experience, and 60 percent indicated a preference for entry-level workers with at

Development; Position Papers; *Program Development; Technical Assistance
IDENTIFIERS- *Ontario

Phase one of the Ontario Literacy and Health Project established a link between lack of education and increased health problems. Phase two was undertaken for the following purposes: (1) to develop a position paper on literacy and health; (2) to foster working partnerships between literacy groups and health groups that would result in ongoing activities to address the health problems associated with literacy problems; (3) to provide short-term support for groups and individuals wishing to address the literacy and health issue; and (4) to establish a clearinghouse of literacy and health information. During phase two, the Ontario Public Health Association (OPHA) developed and adopted a position paper on literacy and health, conducted clear language workshops at seven locations throughout Ontario to give literacy and health workers an opportunity to develop easy-to-read materials, and provided support for the development of five accessible health education publications. Information and technical assistance was provided to nearly 100 groups and individuals regarding the development and implementation of programs addressing the literacy-health connection, and a clearinghouse of literacy and health information was established in Toronto. (The OPHA position paper is appended along with an 18-item bibliography.) (MN)

ED 360 504 CE 064 215

Bowman, William R.
Evaluating JTPA Programs for Economically Disadvantaged Adults: A Case Study of Utah and General Findings. Research Report No. 92-02.
PUB DATE- Jun 93
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Programs; Case Studies; Comparative Analysis; *Economically Disadvantaged; Evaluation Criteria; *Evaluation Methods; Federal Legislation; Federal Programs; *Job Training; Labor Turnover; Program Effectiveness; *Program Evaluation; Salary Wage Differentials
IDENTIFIERS- *Job Training Partnership Act 1982; *Utah

A study examined the feasibility of using a "nonexperimental" technique to evaluate Job Training Partnership Act (JTPA) programs for economically disadvantaged adults. New statistical techniques were applied to data about a sample of Utah JTPA participants and data about Employment Security registrants linked with their individual Unemployment Insurance earnings records programs in order to derive bias-free "quasi-net impact" estimates. The analysis revealed that JTPA completers who were either placed in unsubsidized jobs or retained by their employer in the case of on-the-job training were significantly (10 percent) more likely to be employed 2 years after their original enrollment. The earnings of program completers placed into unsubsidized employment were also significantly higher (by nearly $1,000 for women and by more than $1,300 for men) than those of non-JTPA participants. The study confirmed the possibility of developing statistically reliable program evaluations for JTPA through the use of nonexperimental techniques that rely on earnings records readily available to states. (Appendices contain the following: experimental evaluations of programs for economically disadvantaged adults, estimates of the selection bias of

NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Child Development; *Developing Nations; Developmental Programs; Early Childhood Education; Early Intervention; Family (Sociological Unit); *Family Involvement; Foreign Countries; *Health; Health Promotion; Health Services; Intergenerational Programs; *Literacy; Literacy Education; Quality of Life; Social Life; Womens Education
IDENTIFIERS- *Family Literacy

This paper examines early childhood development, family, health, and literacy. It places particular emphasis on the need to consider the interrelationships of these factors when attempting to use literacy to improve the quality of life of individuals in developing countries. The paper begins with a discussion of learning capacity and a conceptual model of the interrelationships between the factors. It then moves to an overview of the main issues involved in early childhood development and literacy, considering industrialized and developing country approaches to the issues of school readiness, school quality, and early childhood development programs. The next section comprises a discussion of women and literacy in general, including the state of the women's literacy movement and suggestions for future development. Next is a discussion of family issues and literacy that examines the U.S. family literacy movement, family approaches to literacy in developing countries, and how family approaches may affect women. The following section is a treatment of the issue of literacy and health. The paper concludes with a discussion of the need to combine literacy programs and social life. Appendixes contain a 41-item annotated bibliography and 59 references. (YLB)

ED 360 523 CE 064 258

Perspectives on Education.
PUB DATE- Apr 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Cooperative Programs; *Coordination; *Economic Development; Educational Policy; Educational Quality; Education Work Relationship; Employment Programs; Federal Legislation; Federal Programs; Integrated Curriculum; *Job Training; Labor Force Development; Postsecondary Education; Public Policy; Secondary Education; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990; Connecticut; *Job Training Partnership Act 1982

The Connecticut State Council on Vocational-Technical Education made recommendations to improve education that would help students prepare for the work force. The council evaluated the following: its belief statement; the Connecticut economy; the state's ability to support technical jobs; and education and training for work in Connecticut, including both the Carl Perkins Act and the Job Training Partnership Act (JTPA) programs and coordination of the two programs. The council's 18 recommendations included the following: (1) the state should put more resources into informing districts about state-purchased applied curricula; (2) the Connecticut Department of and Careers" (Cavaness); "Youth Investment: Progressive Empowerment for Change" (Dimopoulos); and "What Should the Government Be Doing to Better Serve Our Youth?" (Johnson). The following papers (preceded by abstracts) are also included: "Improving the Performance and Coordination of Workforce Preparation Programs for Youth through the Integration of Federal-State Performance Standards Systems" (Baj, Sheets, Trott); "Casting a Wide Net: Providing Two-Generational Services to Teen Mothers and Their Children in Portland, Oregon" (Blank, Bromel); "A State Policy Intervention to Create a Collaborative Children and Family Services System" (Fields et al.); "Education that Works: Creating Career Pathways for New York State Youth, Summary of Final Report" (Gillette); "Developing Statewide Systems of Youth Apprenticeships as a Mechanism to Restructure Secondary Schooling" (Harris); "The Youth Apprenticeship Option: A Status Report on the Development of State Systems" (Kazis, Niles); "Pennsylvania Education: Welfare Collaboration Model for Successful Teen Parent Programs" (Lawer, Cromley); "Developing Standards and Measures of Performance for Vocational Education Using the Resources of V-TECS Vocational-Technical Education Consortium of States and Other Related Organizations" (McCage, Hattaway); and "Toward a Universal Job Opportunity Grant and Loan for Education and Training" (Zuckerman). (MN)

ED 360 542 CE 064 325

Work Force Changes and Age Discrimination: Educating Business Leaders in the 1990s and Beyond. A Project To Produce an Educational Package on Age Discrimination in Employment for Business Leaders.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- 31 Mar 92
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Age Discrimination; *Business Responsibility; *Compliance (Legal); Continuing Education; *Employer Attitudes; Employer Employee Relationship; Equal Opportunities (Jobs); *Federal Legislation; Instructional Materials; *Material Development; Middle Aged Adults; Older Adults; Program Development; Retirement; Social Bias; Videotape Recordings
IDENTIFIERS- *Age Discrimination in Employment Act 1962; Older Workers Benefit Protection Act 1990

The purposes of the project that developed this education package for business were as follows: (1) enhance employer knowledge and understanding of the Age Discrimination in Employment Act (ADEA), especially in its application to corporate downsizing and the use of early retirement incentives; (2) discourage employer practices that violate the act and abridge the rights of older workers; and (3) influence employer attitudes and perceptions about the elderly in a way that will expand meaningful employment opportunities for older workers and critical resources for employers. With the help of an expert advisory group, the project developed a broadcast quality, 25-minute educational videotape and a 38-page written employers' guide that informs employers of their obligations under the ADEA. The guide included in this packet is organized in five

State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- North Carolina

This curriculum guide was developed as a resource for teachers to use in planning and implementing a competency-based instructional program on interior design and housing at the high school level. It contains materials for a 2-semester course, based on the North Carolina Vocational Education Program of Studies (revised 1992); it is designed to help students learn about making environmentally sound choices in housing, to be aware of issues related to housing, and to build and strengthen their foundations in basic skills through working on practical problems of creating and maintaining a home environment for themselves and their families. The seven units cover the following topics: factors influencing housing decisions, planning the interior of the home, careers in interior design and the housing profession, leadership and citizenship, evaluating interior and exterior living spaces, financial and legal aspects of housing, and creating and maintaining a home environment. Units include competencies, objectives, a teaching outline keyed to teaching strategies and learning activities, and suggested resources. Other contents of the guide are as follows: course blueprint; course matrices; content outline; curriculum page layout; and a resource list citing 2 state-adopted textbooks, 19 other books, 5 computer software programs, 21 videotapes, and 7 information and instructional kits. (KC)

ED 360 561 CE 064 356

Teen Living. 7015. Curriculum Guide.
PUB DATE- Aug 93
NOTE- 209p.; For a related document, see CE 064 394.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Behavioral Objectives; Career Development; Competence; Competency Based Education; *Consumer Education; Course Content; *Daily Living Skills; Educational Resources; *Family Life Education; High Schools; *Home Economics; Learning Activities; State Curriculum Guides; Teaching Methods; Units of Study
IDENTIFIERS- Family Work Relationship; North Carolina

This curriculum guide was developed as a resource for teachers to use in planning and implementing a competency-based instructional program on teenage living at the high school level. It contains materials for a 2-semester consumer home economics course, based on the North Carolina Program of Studies (revised 1992); it is designed to help students focus on the relationship between family and work, incorporate activities fostering basic skills, and explore the roles of consumer choices, teen pregnancy, and student organizations. The eight units cover the following topics: work and family, nutrition and wellness, family living, child development, consumer management, clothing and fashion, living environments, and leadership and citizenship. Each unit contains the following: competencies, objectives, teaching outline keyed to teaching strategies and learning activities, and suggested resources. Other contents of the guide are as follows: course blueprint; course matrices; content outline; curriculum page layout; and a resource list citing 2 state-adopted textbooks, 52 other books, 10 computer software programs, 59 videotapes, and 3 instructional kits. (KC) occur looks at individual characteristics of the parents and the children, family interactions, environmental conditions, the child's age, the child's gender, family income, family size, race, and geographic location. Suggestions are given for how to recognize child abuse and neglect and examples of cases of abuse and neglect are provided. Other sections focus on who should report suspected child abuse and neglect and what happens after a report is filed with Child Protective Services. A final section considers how these children and their families can be helped. (Contains 25 references.) (NB)

ED 360 581 CG 024 960

Howard, Jana R.
Study Behaviors of Undergraduate and Graduate Students.
PUB DATE- 29 Apr 93
NOTE- 94p.; Master's Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Graduate Students; Higher Education; *Student Behavior; *Study Habits; Study Skills; *Undergraduate Students

This study was conducted to investigate study behaviors of undergraduate and graduate college students at Fort Hays State University, Kansas, Undergraduate (N=93) and graduate (N=46) students completed the Study Behavior Inventory, Form D (SBI-D) and a demographic questionnaire that examined age, gender, academic major, college classification, cumulative undergraduate grade point average (GPA), average hours studied per week, average hours worked per week, if the subject had ever been on academic probation, if the subject was a community college transfer student, if the subject was involved in organized college athletics, and the subject's greatest difficulties in studying. The findings revealed that 12 of 16 main effects comparisons were statistically significant. The results for statistically significant main effects revealed that students with cumulative GPAs of 3.01-4.00 had a higher mean score for the SBI-D factors of Feelings of Lack of Competence, Low Security, Poor Self-Esteem, and Long Range Academic Tasks, and a higher mean Total Score than did students with lower GPAs. Sophomores and graduate students had a higher mean score for Preparing for Day-to-day, Routine Academic Activities than did seniors. Females had a higher mean score for Carrying Out Specific Long Range Academic Tasks and a higher mean Total Score than did males. Graduate students had a higher mean score for Feelings of Lack of Competence, Low Security, Poor Self-Esteem, and a high mean Total Score on the SBI-D than did seniors. (The instrument is appended; document contains 15 references.) (NB)

ED 360 582 CG 024 961

Waldinger, Robert; And Others
Ego Development and Close Relationships in Young Adults.
PUB DATE- Mar 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; *Dating (Social); *Friendship; *Individual Development; *Interpersonal Relationship; *Young

Professionals as International Educators: A Challenge for the Next Century" (Patricia Willer) offers an assessment of the current status and prescriptive directions for the student affairs profession. (NB)

ED 360 600 CG 024 985

Violence Prevention in Daily Life and in Relationships. Health, Grades 5 to 8. Curriculum Support Series.
PUB DATE- 93
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anger; *Battered Women; *Child Abuse; *Family Violence; Foreign Countries; *Health Education; Intermediate Grades; Junior High Schools; *Prevention; *Violence
IDENTIFIERS- Manitoba

In 1991, the Domestic Violence Review, commissioned by Manitoba Justice, recommended that schools in Manitoba integrate a component on domestic violence into the curriculum. This document presents a teaching support for Health Curriculum in Middle Years (Grades 5-8) designed to prevent violence in daily life and in relationships. The unit is intended to promote an awareness and understanding of the nature and causes of conflict and violence; develop greater sensitivity to issues of conflict, abuse, and violence in daily life and personal relationships; promote understanding of the effects of violence upon individuals; develop personal values and attitudes toward coercion and violence; develop skills for the positive handling of conflict and anger to ensure healthy personal relationships and personal safety; recognize warning signs exhibited by those who are prone to violence; and understand that violence and aggressive behavior can be dangerous. The unit consists of 13 lesson plans. Lesson 1 introduces the unit, lesson 2 focuses on the meaning of violence, and lesson 3 teaches how to recognize abusive behavior. Lesson 4 discusses how violence affects people. Lessons 5 through 8 deal with facts, fallacies, and opinions; stereotypes; social attitudes; and debate. Lessons 9 and 10 focus on anger expression. Lesson 11 emphasizes healthy relationships, lesson 12 considers planning for protection, and lesson 13 looks at lifestyle. Twenty-two appendixes provide student learning activities, information sheets for students (including legal definitions and concepts), and tips and information for teachers. Contains 27 references for student readers and 11 teacher resources. (NB)

ED 360 601 CG 024 986

Dropout Prevention Planning Guide.
PUB DATE- Sep 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Dropout Prevention; *High Risk Students; *Nontraditional Education; Parent School Relationship; *Planning; *Potential Dropouts; School Business Relationship; Secondary Education

This document presents a dropout prevention planning guide

IDENTIFIERS- Teacher Writers

"Phonics with Feeling" is a teacher-written phonics-based literature series promoting student self esteem and self expression. The 4- to 6-week project has been used with first and second grade students for 2 years. "Phonics with Feeling" is a series of four books, each reinforcing a specific phonetic skill while integrating other curricular areas such as problem solving, mapping, math, and art. After being introduced to a phonetic skill, students are given their own copy of the book which reinforces that specific skill. Students illustrate their books, share them at school, participate in a culminative activity, and then take them home to share with their families and add to their libraries. Teachers can write their own series of books to reinforce their own reading program. Materials needed for the project include a word processor to create the books, a photocopier, maps, and whatever other materials teachers decide to use for culminating activities. (RS)

ED 360 620 CS 011 372

Cothern, Nancy B.
Affective Based Reading Instruction: Utilizing Student Interests To Facilitate a Life Long Love of Reading.
PUB DATE- 89
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Affective Objectives; Elementary Education; *Literature Appreciation; Program Descriptions; Program Design; Program Evaluation; Program Implementation; *Reading Habits; *Reading Instruction; Reading Interests; *Reading Programs; Summer Programs
IDENTIFIERS- Affective Response

Based on the belief that the transition from learning to read to reading to learn can be facilitated by tailoring learning experiences to individual preferences, this book describes an affective-based 3-week summer reading program for students entering first through sixth grades. The first part of the book describes the philosophy of the program, lists goals and objectives, and enumerates participant responsibilities. The second part of the book presents the program design, including suggested strategies, daily schedules, and sample weekly plans. The third part provides assessment instruments and a discussion of why assessments are necessary. The fourth part of the book presents a variety of forms for use in record keeping in the program. The fifth part presents a budget for the pilot program, and the sixth part offers an evaluation of the pilot program. Contains 41 references. (RS)

ED 360 621 CS 011 373

Woodman, Larry
Annotated Bibliography for Preadolescents from Divorced Families and Their Parents and Teachers.
PUB DATE- 9 Aug 93
NOTE- 29p.; Exit Project, Plymouth State College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; *Bibliotherapy; *Childrens Literature; *Divorce; Information

NOTE- 10p.; Honors Lecture presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (76th, Kansas City, MO, August 11-14, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Freedom of Speech; Journalism Education; Journalism History; Political Issues; *Public Schools; Secondary Education; Social Problems; *Student Publications; *Student Rights; Teacher Influence
IDENTIFIERS- Advisor Role; First Amendment; *Scholastic Journalism; Tinker v Des Moines Independent School District

Twenty-eight years ago three students in Des Moines, Iowa who wore black armbands to protest the war in Vietnam were suspended from school. When the 1969 landmark Supreme Court case of "Tinker v. Des Moines Independent School District" brought public school pupils under the First Amendment umbrella, many educators began to "tinker," to become provocateurs who dart, jab, cajole, and coax young people to become involved in a vigorous student press. As a result, student journalism is far more sophisticated today than it was 25 years ago. One of the responsibilities of an educator is to plant and nourish the seeds of conscientious citizenship that will take root, grow and bear fruit decades after the students leave. Today, young people are bringing societal ills and social issues to school with them; the best educators can do is equip young people to deal with these matters. (NH)

ED 360 641 CS 213 969

Smith, Kenneth M.
Commentary on "Friday Night Lights: A Town, A Team, and a Dream," by H. G. Bissinger.
PUB DATE- Dec 92
NOTE- 5p.; Paper presented at the Annual Meeting of the American Reading Forum (Sanibel, FL, December 12-16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Cultural Interrelationships; High Schools; *High School Students; Literature; Nonfiction; *Reader Response; Writing Across the Curriculum
IDENTIFIERS- *Friday Night Lights (Bissinger); Sports Stories

Through personal investigative reporting and compelling writing, H. G. Bissinger in "Friday Night Lights" (1991) explores the culture of high school football from a variety of perspectives including: students, parents, coaches, teachers, school boards, local politicians, community values regarding race, gender and education, regional history and the economy. Through powerful and evocative writing, he develops in depth the compelling issues and the personal sense of empathetic involvement with the players and coaches. This book represents a useful tool which teachers can use to provide students in high school with reading content with which they can identify, discuss, and write about in their journals or research in their own communities. (NH)

ED 360 642 CS 213 971

Merrill, Robert
Lectureships at the University of Nevada, Reno.

Organizations (Groups); *Research Needs; *Socialization
IDENTIFIERS- *Organizational Commitment

This paper integrates the findings of past research which has focused on the individual acquisition of organizational commitment and the effects of that acquisition. The paper first reviews the literature on the three related constructs of commitment, identification, and socialization, providing a critique of the literature that has investigated these concepts. The paper next presents a theoretical orientation that serves as a guiding framework for integrating the findings of past research regarding the processes and effects of individual acquisition of organizational values and goals. The paper explicates how that framework may help further knowledge with respect to William Whyte's best-selling book "The Organization Man," published in 1956. The last section of the paper outlines a series of studies (consisting of six phases) that will allow acquisition of that knowledge from a communication perspective. A figure illustrating the level of intrinsicness associated with processes of social influence and a figure illustrating the processes through which the various components of commitment are acquired are included. Contains 29 references. (RS)

ED 360 660 CS 508 244

Smith, Ted J., III
Honor and Defiance: Richard M. Weaver and the Rhetoric of Southern Culture.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Codes of Ethics; *Cultural Background; Cultural Pluralism; Desegregation Effects; *Folk Culture; Higher Education; *Racial Integration; *Rhetoric; Scholarship
IDENTIFIERS- *Honor; *United States (South); University of Virginia; Weaver (Richard M)

This paper examines some of the relationships among honor, race and Southern culture from the perspective of the late Richard M. Weaver. His work is noted for its breadth and unity of focus, but its breadth invites fragmentation, a tendency reinforced by Weaver's style of writing self-contained essays. Weaver's foundational analysis, "The Southern Tradition at Bay," a revised version of his doctoral dissertation, was published in 1968, 5 years after his death. The work is a study of the mind and culture of the South as articulated in Southern letters--essays, military memoirs, fiction, diaries and reminiscences--in the postbellum period of 1865-1910. Although sympathetic, Weaver is no mere apologist for the South. The remainder of Weaver's writings extend and refine the position developed in his thesis, as in the case of "The Ethics of Rhetoric and Composition: A Course in Writing and Rhetoric," which gives substance to his ideas on rhetoric and education. Weaver's perspective can be applied to such matters as the "massive resistance" movement (opposing forced integration of the South) and the student honor code at the University of Virginia. Weaver viewed diversity and multiculturalism as important differences among races and cultures that should be preserved rather than eliminated. He also found the endorsement of a code of chivalry and personal honor to be an important and personnel records, are reviewed next. Ways to overcome potential conflicts of interest in interagency cooperation during the reporting and investigating phases are described in the next section. Possible problem areas during investigation involve authority, unqualified child interviewers, advanced notice to the accused, and case disposition. Finally, suggestions for dealing with parents are offered. It is concluded that interagency cooperation can help a school district respond effectively to charges of abuse by school employees. Whether through formal statutes or the development of working relationships based on mutual trust, schools can meet their own legal obligations without interfering with the efforts of other governmental agencies to combat child abuse. (LMI)

ED 360 679 EA 025 079

Report on Efficiency in Administration from the Commissioner of Education, Submitted to the Legislative Education Board and to the 73rd Texas Legislature.
PUB DATE- Feb 93
NOTE- 48p.; Appendixes contain extremely small print which may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; *Cost Effectiveness; *Educational Administration; Educational Finance; *Efficiency; Elementary Secondary Education; *Public Education; *Public Policy; Public Schools; *Resource Allocation; School Based Management; State Action
IDENTIFIERS- Funding Formulas; *Texas

Administrative costs and efficiency have become public policy concerns over the past several years as significant amounts of new state and local tax revenue have been infused into Texas's education system. Current trends and state law favor fewer centralized administrative functions at the school district level and greater autonomy at the campus level. Resources saved from increased administrative efficiency should be available for instructional expenditures at the campus level. The Texas education code directs the commissioner of education to conduct a study to: (1) determine the most appropriate and efficient method for reporting and monitoring resource allocation by school districts; (2) identify the most effective means for calculating, reporting, and monitoring the proportion of resources allocated for administrative costs; (3) describe average efficient administrative expenditures by district; and (4) provide legislative recommendations. This report summarizes progress toward these goals. After establishing teacher/administrator definitions and ratios, steps were taken to define administrative and instructional costs, determine average efficient administrative costs, establish demographic and size adjustments, and establish a criterion. A standard annual reporting schedule is proposed, along with recommendations to the 73rd legislature. The report includes five references, two appendices detailing administrator-teacher ratios and administrative/instructional cost definitions, and an executive summary. (MLH)

ED 360 680 EA 025 088

Lezotte, Lawrence W.; Jacoby, Barbara C.

avid questioners but supporters of change. Third, older experienced teachers frequently engaged in a learning experience with a new, young teacher. Fourth, increased participatory practices did not necessarily modify stereotyping behavior. Finally, current age and stage theories do not match current teacher demographics. The data show a dramatically changing work force in schools. Implications of this difference when considering teachers' attitudes toward change are described. One table of participants' characteristics is included. (Contains 40 references.) (LMI)

ED 360 699 EA 025 143

Amundson, Kristen J.
Restructuring, Reform, and Reality: What School Districts Are Really Doing. NSBA Best Practices Series, 1993.
PUB DATE- 93
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Boards of Education; *Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; Excellence in Education; Public Schools; *School Districts; *School Restructuring

This publication outlines the ways in which school districts are implementing school reform. Information in this resource directory is based on a survey of national affiliate districts and members of the National School Boards Association's (NSBA) Federal Relations Network. Section 1 discusses school reform, the role of school boards in improving American education, and general information gathered from the NSBA survey of school districts. Findings indicate that time, money, and teacher resistance are the primary obstacles to reform. The most frequently undertaken reform actions involve parent and community involvement, professional development, changing the school day and year, and changing the decision-making process. Section 2 provides brief descriptions of 543 ways in which school districts have implemented school reform. These tips are organized into 29 categories. Each tip includes a brief description of the reform, estimated costs, and a contact person and telephone number. Section 3 includes basic information on the school districts that participated in the survey. (LMI)

ED 360 700 EA 025 144

Dufresne, Jeff
Mainstreaming Hmong Students: For Whom and How Much?
PUB DATE- Oct 92
NOTE- 32p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Minneapolis, MN, October 30-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

of 16 principals and 16 teachers. Findings indicate that there is not uniformity across the programs, although most employ techniques suggested by the literature. Programs are more punitive than therapeutic, counseling is not used systematically, and additional inservice training is needed. Minor discrepancies existed between the views of directors and teachers, who differed in their perceptions of the degree of authoritarianism in the student-teacher relationship. Finally, the study was unable to isolate program characteristics that relate to student behavior in the ISS classroom. It is recommended that the district conduct a regular annual program evaluation and a midyear formative evaluation. One table is included. Appendices contain the interview guides. (LMI)

ED 360 719 EA 025 167

Johnson, Margaret; Ledbetter, Linda
The Role of the Principal in a Shared Decision-Making School: A Critical Perspective.
PUB DATE- Apr 93
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Case Studies; Elementary Secondary Education; *Organizational Climate; *Participative Decision Making; *Principals; *School Based Management; School Restructuring

This paper presents findings of a study that examined the role principals play as schools institute democratic governance structures. During 2.5 years, data were collected through interviews, observations, and document analysis at six schools engaged in a shared decision-making (SDM) project. Findings suggest that for principals to foster SDM in their schools, they need to do more than step back and allow others to speak up. They must support and encourage SDM through creating opportunities for community participation. In addition, school context--the economic background of student populations, the faculty and student turnover rate, and the school/district relationship--affected the school's SDM efforts. It is recommended that school improvement be undertaken at multiple levels. Principals can make a difference in promoting SDM at their individual schools, but efforts at the larger system level are needed to mitigate educational inequalities across school sites. (LMI)

ED 360 720 EA 025 168

Burger, Martha
Inservice Administrator and Manager Training: Comparing Education and Industry.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; Elementary Secondary Education; *Inservice Education; *Leadership Training;

evaluating achievement; believed that test results were used to compare school systems; and expressed concern that scores were overemphasized. Educators did not view testing as an accurate measure of accountability. Because of this alarming communication gap between state educational policymakers and local educators, state-level policymakers should include the input of local educators who are acutely aware of their students' learning needs. Legislators' main focus should be the impact of testing on students, as they are the real constituents of state educational legislative reform. (Contains 51 references.) (LMI)

ED 360 738 EA 025 191

Schlessman-Frost, Amy; Saunders, T. Frank
Collaboration: A Model for Design, Management and Evaluation.
PUB DATE- 13 Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Agency Cooperation; *Educational Cooperation; Elementary Secondary Education; Models; Organizational Effectiveness; *Program Design; *Program Evaluation

This paper offers a theoretical model for designing, managing, and evaluating collaboration efforts. The parallel-pairs model is composed of a horizontal axis that specifies the participating agencies and a vertical axis that specifies the scope and significance of activities. An advantage of the model is its ability to evaluate activities individually or as a group. Two examples of how the model was used in interagency collaboration--at Owsley County Elementary School, Arizona, and Albuquerque's PACCT (Parents, Children, Community Together) for Literacy--are presented. A conclusion is that a comprehensive collaboration model can provide a framework for articulating policies and purposes, designs and developments, activities, and accountability of collaboration arrangements. Three figures are included. (Contains 20 references.) (LMI)

ED 360 739 EA 025 192

Matson, Barbara Smith
School Choice: What Guides an Adolescent's Decision?
PUB DATE- Apr 93
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Decision Making; High Schools; *High School Students; Parent School Relationship; *Public Schools; *School Choice; School Community Relationship; School Policy; *Student Attitudes; Student School Relationship

Choice in education gained popularity as a means by which families can become involved in the education of their children. This case study addresses how the interests, needs, and objectives of secondary school students, and their parents as reported by the students, resulted in the choice between two

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Educational Needs; Elementary Secondary Education; Federal Legislation; Handicap Identification; *Head Injuries; *Health Services; Incidence; Medical Services; *Neurological Impairments; *Policy Formation; Program Costs; State Legislation; *State Programs; Technological Advancement
IDENTIFIERS- *Vermont

This paper addresses legal, cost, and policy aspects of meeting the educational needs of children with traumatic brain injuries (TBI) in Vermont. The first sections address the increasing incidence of TBI and implications of technological advancement. The next section stresses the importance of states establishing and maintaining statewide registries for TBI. A pending state bill to provide such a registry is noted, as are a proposal for a reformed health care program through the schools and the recognition of TBI with a formal legal definition by Congress in 1991. Cost factors in providing needed health care services to individuals with TBI are analyzed. Education is seen to be a tool both for the prevention of TBI and for identifying children with symptoms of TBI. Increased liaison among federal, state, and local government agencies to meet these needs is urged. Tables provide data on causes of TBI, indicators/symptoms of TBI, longer range sequelae of TBI, state registries, state and national data, referral in Vermont, relevant federal bills, and the proposed health care plan for Vermont and the United States. (Contains 46 references.) (DB)

ED 360 758 EC 302 329

Anketell, Mary, Ed.; And Others
A Series of Training Modules on Educating Children and Youth with Dual Sensory and Multiple Impairments. Volume 1: Parent Training Modules.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 296p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; *Curriculum Development; *Deaf Blind; Delivery Systems; Educational Needs; Elementary Secondary Education; Interdisciplinary Approach; Intervention; *Multiple Disabilities; Parent Education; *Pupil Personnel Services; *Student Characteristics

This first volume in a two-volume series which contains training modules on the education of children and youth with dual sensory and multiple impairments focuses on training parents to be knowledgeable consumers of intervention strategies and educational services for their children. The four modules in this volume address the following areas: (1) characteristics and needs of children with dual sensory and multiple impairments; (2) facilitation of functional communication; (3) a functional approach to curriculum development; and (4) related services and the transdisciplinary approach to service delivery. A general introduction lists recommended trainer competencies and describes module format. Modules are intended to be presented in one to four 90-minute sessions. Each module consists of six sections: general information or overview, training instructions, one or more topic sections (depending on the breadth of coverage), sources of additional information, evaluation measures, and appendices. (DB) processing tasks. The two groups did not differ on the lexical tasks. Overall, the results indicated that the encoding and retrieval strategies that were given significantly affected the experimental groups' ability to perform on some types of tasks. (JDD)

ED 360 778 EC 302 350

O'Connor, Rollanda E.; Jenkins, Joseph R.
Cooperative Learning as an Inclusion Strategy: The Experience of Children with Disabilities.
PUB DATE- 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (74th, Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Elementary Education; Elementary School Students; Group Behavior; *Group Dynamics; Helping Relationship; *Mainstreaming; *Mild Disabilities; *Peer Relationship; Regular and Special Education Relationship; Student Behavior; *Student Participation; Student Role; Teacher Role; Teaching Methods; Teamwork

This study examined what occurs in cooperative learning groups that include students with mild disabilities in grades 3-6. Teacher interviews were combined with observations of 10 special and 10 regular education students' behavior in cooperative learning groups which used the Cooperative Integrated Reading and Composition model. Results are discussed in terms of who is providing help to the student with disabilities and how often, what contributions the student makes to group tasks, the assignment length, the teacher's role in successful participation of students with disabilities, teacher expectations for student competence, and setting up expectations. The paper concludes that successful use of cooperative learning as an inclusion strategy will require: (1) rethinking and reorganizing of the ways special education provides resources, services, and modifications for students with disabilities; and (2) sustained effort of regular class educators to raise the status of contributions by children with disabilities and to establish and maintain norms of participation and helping. (Contains 14 references.) (JDD)

ED 360 779 EC 302 351

Chesnick, M. A.; And Others
Language Impairment and Reading Impairment: Do These Children Differ in Oral Language Processing Abilities?
SPONS. AGENCY- National Inst. on Deafness and Other Communications Disorders, Bethesda, MD.
PUB DATE- Nov 92
NOTE- 18p.; Paper presented at the Annual Convention of the American-Speech-Language-Hearing Association (San Antonio, TX, November 20-23, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Developmental Stages; Difficulty Level; Elementary Education; Elementary School Students; Language Acquisition; *Language Handicaps; *Language Processing; *Metalinguistics; *Oral Language; Phonemics;

problem, a list of movement characteristics, and types of helpful activities are given. Within each section, a set of activities are listed in developmental order with an explanation of how the activity benefits the student. Appendixes list 11 motor development assessments and names and addresses of almost 100 organizations. (Contains 17 references.) (JDD)

ED 360 797 EC 302 369

Wheeler, Douglas L.; And Others
An Experimental Assessment of Facilitated Communication. A Technical Assistance Report on Best Practices--Report #92-TA1.
SPONS. AGENCY- New York State Developmental Disabilities Planning Council.; New York State Office of Mental Retardation and Developmental Disabilities, Albany.
PUB DATE- Aug 92
NOTE- 29p.; A product of the Autism Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; *Autism; *Communication Aids (for Disabled); *Communication Skills; Influences; Keyboarding (Data Entry); *Performance Factors; Pictorial Stimuli; Residential Programs; *Typewriting
IDENTIFIERS- *Facilitated Communication

Twelve people living at the O. D. Heck Developmental Center Autism Program participated in this study, along with nine people who provided facilitated communication (FC) support to them. The 12 individuals were selected because they were the most competent producers of FC in the program. The study involved showing pictures of everyday objects to the participants, within the following three conditions: (1) only participants were shown a picture and asked to type out a label for the object shown, with facilitation; (2) only participants were shown a picture and asked to type out a label or description of the object, without facilitation; and (3) both participants and facilitators were shown pictures, and each was unable to see the picture the other was shown, which were the same in half the trials and different in the other half. Findings showed that participants were unable to produce accurate or correct labels or descriptions, by either typing independently or when being facilitated, in the absence of a picture being shown to the facilitator. On trials when the facilitators and participants had different cards, the only "correct" labels were for the cards shown to the facilitators and not shown to the participants. This finding demonstrates that the facilitators were not only influencing (unknowingly), but in fact, determining what was typed. (Contains 25 references.) (JDD)

ED 360 798 EC 302 370

Tieg, Bonnie; And Others
Effects of Collaborative vs. Noncollaborative Structures on the Learning and Adjustment of Elementary School Students.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Failure; Action Research; *Attendance;

extensive practice, and feedback are seen as essential elements for instructional effectiveness. Contains 28 references. (MSE)

ED 360 817 FL 021 302

Toriyama, Kyoko
Articulation Problems of the Japanese Language Programs between High Schools in Oregon and the University of Oregon.
PUB DATE- Aug 92
NOTE- 113p.; Master's Thesis, University of Oregon.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Articulation (Education); *College Second Language Programs; College Students; Curriculum; Higher Education; High School Students; *Japanese; Language Teachers; Program Administration; *Program Descriptions; *Second Language Programs; Surveys; Uncommonly Taught Languages
IDENTIFIERS- *Oregon; *University of Oregon

The development of high school Japanese language programs (JLPs) in Oregon has been remarkable since the 1980s. However, high school students educated in Japanese face problems of articulation as they enter the JLP at the University of Oregon. Because little attention has been paid to the problem of articulation, a study of these students' problems is necessary. This thesis presents statistical and analytical interpretations of the situation, focusing on how high school students function in high school JLPs and how high school Japanese educated students perform in college. Survey data were collected from students and teachers in Oregon: 48 students in the University of Oregon Japanese program who had received high school Japanese instruction, 7 high school Japanese language teachers, and 516 high school students enrolled in JLPs. Interviews were then conducted with University of Oregon students with high school Japanese education, five university Japanese language instructors, and three high school Japanese language teachers. Data showed that at the University of Oregon, academic enthusiasm and motivation of high school Japanese educated students were higher than those of college level beginners. Speaking was emphasized to a greater extent at the university than in the high school JLPs, and problems faced by high school Japanese educated students in the college program were primarily in speaking. Lack of textbooks, poor teacher qualification, and lack of course variety were cited as problems. Areas for future investigations include communication between high school and college educators as a means of resolving articulation problems, teacher training collaboration, and mandatory placement tests. Appendices contain a list of the 10 largest high school Japanese programs in Oregon in 1990 and a list of teaching methods. (JP)

ED 360 818 FL 021 330

Wolfram, Walt; And Others
The Sociolinguistic Complexity of Quasi-Isolated Southern Coastal Communities.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at a Meeting on Language Variation in the South (Auburn, AL, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dialects; *Language Patterns; Language Research;

IDENTIFIERS- Iran

Translation testing methodology has been criticized for its subjective character. No real strides have so far been made in developing an objective translation test. In this paper, certain detailed procedures including various phases of pretesting have been performed to achieve objectivity and scorability in translation testing methodology. In validating the newly-developed objective translation test, the following research questions are asked: (1) What is the reliability of scores of the translation test and how does it compare with the criterion measure; (2) What is the concurrent validity of the test and of the criterion measure? and (3) Are there any factors such as underlying constructs that the translation test and each subtest of the criterion measure may assess? The following general hypothesis is proposed: in measuring the English proficiency of Iranian EST university learners, a translation test is as valid and reliable as a standardized objective test. Results showed significant reliability for the new test. Contains 10 references. (Author/JL)

ED 360 839 FL 021 416

Gill, Martin

The Significance of "Significance."

PUB DATE- 93

NOTE- 20p.; For serial publication in which this paper appears, see FL 021 410.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)

DESCRIPTORS- Applied Linguistics; Case Studies; Foreign Countries; *Linguistic Theory; *Research Methodology; *Statistical Analysis; *Statistical Significance; *Testing

This paper examines some of the implications of testing for statistical significance. After considering methodological issues raised by two examples from the literature, the paper proceeds to look in detail at a variety of misunderstandings attached to the reporting of "significant" results. It is concluded that significance testing is of limited utility and highly misleading. Implications of abandoning the significance test are considered. (JL)

ED 360 840 FL 021 417

Irvine, Aileen

The Design and Validation of a Multi-Level Reading Comprehension Test.

PUB DATE- 93

NOTE- 8p.; For serial publication in which this paper appears, see FL 021 410.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)

DESCRIPTORS- *English (Second Language); Foreign Countries; Higher Education; *Reading Comprehension; *Test Construction; *Test Validity

IDENTIFIERS- University of Edinburgh (Scotland)

Constructing a test of English-as-a-Foreign-Language reading comprehension that will accommodate the complete spectrum of performance from beginner to near native speaker can be problematic. Such a test is currently being developed at the Institute for Applied Language Studies at the University of

However, government commitment and current development of materials are seen as promising signs. Foreign technical assistance is recommended. (MSE)

ED 360 860 FL 021 447

Irujo, Suzanne, Ed.
FLES Games and Activities.
PUB DATE- 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Cultural Awareness; Daily Living Skills; Elementary Education; *FLES; Folk Culture; Food; *French; *Games; Geography; Immersion Programs; Intercultural Communication; Language Teachers; Metric System; Monetary Systems; Physiology; Recreational Activities; Second Language Instruction; *Second Languages; *Spanish; Teacher Developed Materials; Travel

A number of activities for teaching foreign language in the elementary school (FLES) are presented. The activities were developed by participants in a FLES teacher training workshop, Project INTERACT, in the Boston area. The first section contains games, thematic units, and other activities specifically related to French language instruction, including cultural activities for immersion students, childhood folklore, beginner games, a fantasy vacation in France, a rapping exercise in French, a unit on the house, and preparations for a trip to Canada. The second section contains activities of similar types for Spanish, including a unit on food, activities for learning the parts of the body, a flag game, a kinship game, an exercise about going to the beach, a short play, and a Latin America geography unit. The final section presents activities for teaching any language, including a unit on the parts of the body, a metric system unit, and a number of classroom games. (MSE)

ED 360 861 FL 021 448

Kuntz, Patricia S.
Professionalizing Teachers of African Languages: Priorities for the Current Decade.
PUB DATE- Apr 93
NOTE- 82p.; Paper presented at Annual Conference on Pragmatics and Language Learning (7th, Urbana-Champaign, IL, April 3, 1993) and the African Studies Association, ALTA Roundtable (Boston, MA, December 4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; African Studies; Arabic; Black Studies; Elementary Secondary Education; Federal Programs; Hausa; Higher Education; *Language Teachers; *Professional Development; *Professional Recognition; Program Development; *Second Language Programs; Standards; Swahili; Teacher Certification; Uncommonly Taught Languages; Yoruba
IDENTIFIERS- National Defense Education Act; National Security Education Act 1991; *Professionalization of Teaching

The promotion of foreign language instruction and learning has been the objective of three national legislative acts: National

The University of Massachusetts-Lowell's efforts to help Southeast Asian refugees reconstruct their academic credentials for teaching and further higher education are described. The program evolved in response to refugee frustration at difficulty in establishing existing teaching credentials and obtaining admission to higher education institutions, and also to the shortage of trained and qualified bilingual teachers in the immediate area of the university. Several initiatives are involved, including: (1) establishment of an academic credential validation committee, with native speakers and specialists in Southeast Asian higher education systems as members; (2) an assessment center to give advice, orientation, and referrals to teachers and individuals wanting to continue their academic and professional development; (3) an evening bachelor's degree program designed for this population; (4) an in-service education program for Southeast Asian teachers and paraprofessionals; and (5) an English language program to prepare teachers for the English language proficiency examination required for certification. (MSE)

ED 360 879 FL 021 471

Hancock, Charles R.; And Others
Teaching Pre- and Semi-Literate Laotian and Cambodian Adolescents To Read: Helpful Hints.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescents; Asian Americans; *Cambodians; Classroom Techniques; Cultural Traits; *English (Second Language); Immigrants; Inservice Teacher Education; Intermediate Grades; *Laotians; *Literacy Education; Reading Instruction; Reading Skills; *Refugees; Secondary Education; Student Characteristics

The handbook details techniques and approaches for teaching adolescent Laotian and Cambodian refugees, aged 10-17, to read. It evolved from a workshop for teachers of English as a Second Language (ESL) in which 17 such students participated. The book begins by looking at reading as a psycholinguistic guessing game, then proceeds to classroom diagnostic and instructional concerns, illustrated with experiences from the workshop. Sections address the following issues: methods used to diagnose reading skills; creation of a profile of refugee students participating in the workshop, particularly with regard to reading skill strengths and areas needing strengthening; a variety of specific teaching procedures, games, and materials; the language experience approach to reading instruction; and characteristics of Laotian and Cambodian adolescents. Appended materials include background information on the languages of Indochinese refugees; a list of supplementary materials on refugee education; an annotated bibliography on teaching ESL to illiterate teenagers; lists of sources for Lao, Hmong, and Cambodian materials; general references for teaching ESL; and sample permission letters to parents in English, Laotian, and Cambodian. (MSE)

ED 360 880 FL 021 475

Mohammed, A.

articles include references. (GLR)

ED 360 898 HE 026 632

Marchese, Theodore J., Ed.
American Association for Higher Education (AAHE) Bulletin, 1992-93.
PUB DATE- 93
NOTE- 187p.; Published 10 times a year, coinciding with academic year.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021)
DESCRIPTORS- Access to Education; *College Administration; *College Instruction; Conferences; Cultural Pluralism; *Educational Change; *Educational Quality; Financial Exigency; Group Discussion; Higher Education; Instructional Improvement; Management Teams; *Public Opinion; Public Relations; *School Community Relationship; Student Financial Aid
IDENTIFIERS- American Association for Higher Education; Diversity Concept; Total Quality Management

The 10 issues of this organizational bulletin for the 1992/93 school year present articles, panel discussions, interviews, and essays on issues concerning the advancement of higher education. Among the topics and issues discussed are the following: an interview with Parker J. Palmer concerning community and commitment in higher education; conference notes on the 1993 National Conference on Higher Education--Reinventing Community: Moving Ahead Despite Tough Times"; an essay on diversity and multiculturalism, "Diversity and Our Discontents" (Frank F. Wong); a discussion on tools for student coping, "Catalyst: The Theatre for Change" (Dorothy Siegel and Clarinda Harriss Raymond); a report on the use of Total Quality Management at the University of Pennsylvania; summary of an American Association for Higher Education forum on higher education under Bill Clinton; details concerning the 1993 National Conference on Higher Education--"Reinventing Community: Sustaining Improvement During Hard Times"; study results from 15 colleges on strategies for administrative teams and teamwork; a discussion on faculty work and the problems of costs, educational quality and access; an examination of 14 research-based principles for improving higher learning in college classrooms; discussions on student aid and national service; and Daniel Yankelovich's assessment on public mood and higher education. (GLR)

ED 360 899 HE 026 633

Linn, Patricia L.
Theory into Practice: The Role of Work in the Undergraduate Psychology Curriculum.
PUB DATE- Mar 93
NOTE- 17p.; Version of a paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Cooperative Education; Experiential Learning; Higher Education; Interviews; Program Evaluation; Psychology; *Student Attitudes; Student Development; Student Experience; Student Reaction; *Theory

DESCRIPTORS- Black Colleges; College Outcomes Assessment; Educational Assessment; Evaluation Methods; Higher Education; Institutional Evaluation; Institutional Research; Long Range Planning; *Organizational Effectiveness; *Private Colleges; *Program Evaluation; Program Implementation; *Self Evaluation (Groups)
IDENTIFIERS- *AIR Forum; *Paine College GA

Paine College, a four-year liberal arts institution in Augusta, Georgia, serving mostly black students recently completed an assessment and evaluation plan aimed at all units of the college. The plan was developed by members of the Committee on Institutional Effectiveness and Research over 12 months and focuses on the school's primary mission to provide quality education. The committee chose a format based on responses to seven key issues: (1) what must be asserted? (2) who does the assessing? (3) when is assessment done? (4) what is the system of prioritization? (5) how do assessment results flow among units? (6) what provisions exist for feedback and use of results? and (7) how is the evaluation plan itself evaluated? Use of this structure allowed the plan to provide an overarching framework for assessing the institution including determining educational and administrative outcomes and describing how the intended results would be achieved, evaluated, assessed, and utilized for institutional improvement. The plan was implemented by the committee and distributed to senior and mid-level administrators. Deadlines were announced and workshops were held. Data were collected on an ongoing basis. Detailed outcome goals were submitted by department heads for review. In its preliminary stages the plan's main impact has been campuswide involvement. (JB)

ED 360 917 HE 026 655

Nedwek, Brian P.; Neal, John E.
Performance Indicators and Rational Management Tools: A Comparative Assessment of Projects in North America and Europe. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 43p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *College Outcomes Assessment; *Comparative Analysis; Educational Trends; Evaluation Methods; Foreign Countries; Higher Education; Institutional Evaluation; Institutional Research; Organizational Effectiveness; Performance Factors; Program Evaluation; *Universities
IDENTIFIERS- *AIR Forum; Canada; Europe; National Education Goals 1990; Performance Based Evaluation; Performance Based Objectives; *Performance Indicators in Education; Performance Oriented Management Techniques; Queens University of Kingston (Canada); United States

This study developed a classification scheme to critically compare performance assessment projects at higher education universities in North America and Europe. Performance indicators and assessment initiatives were compared using nine basic dimensions: (1) locus of control, (2) degree of governmental involvement, (3) focus of performance indicators, (4) sources of quality variation, (5) data selection, (6) intended audiences, (7) emphasis of use, (8) impact on student learning, and (9) relationship to institutional mission. A

*True Scores
IDENTIFIERS- *AIR Forum; State University System of Florida; *University of South Florida

This study compared 4,594 student responses from three different surveys of incoming students at the University of South Florida (USF) with data from Florida's State University System (SUS) admissions files to determine what proportion of error occurs in the survey responses. Specifically, the study investigated the amount of measurement error in student responses to questions about application and admission activities to universities other than the one at which they were enrolling. A literature review is included that examines the problem of measurement error in other studies that used survey or self-report measures. The study found that considerable measurement error can exist in self-report measures even when a subject is reporting simple factual information; in this case the level of unbiased error was about 4 percent, and biased error was about 20 percent. The amount of error was directly proportional to the severity of the memory demands as well as the characteristics of the survey population. It was noted that with all but the smallest sample sizes, the measurement error will likely be larger than the sampling error, and that psychological forces, such as social desirability and cognitive dissonance, can create substantial measurement bias. Recommendations for future research are provided. (Contains 15 references.)

ED 360 935 HE 026 674

Rogers, Julia S.
Learning and Grade Orientation of College Students: A Longitudinal Study. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attitude Change; *College Outcomes Assessment; College Students; *Grades (Scholastic); Higher Education; Institutional Research; *Lifelong Learning; Longitudinal Studies; Postsecondary Education; Research; *School Effectiveness; Student Attitudes; Student Behavior; Student Educational Objectives; *Student Evaluation; Student Motivation
IDENTIFIERS- *AIR Forum; LOGO System; *University of Montevallo AL

This study used LOGO II, an instrument designed to assess students' learning and grade orientations, with a freshman class and again 4 to 5 years later when the same students (N=174) were seniors at the University of Montevallo (Alabama). To determine if there were differential effects for different majors, the data were disaggregated by major. Results of the study indicated no increase in learning orientation over the college years. For grade orientation there was no significant interaction between major studied and class level. Although LOGO II did not show an increase in learning orientation from freshman to senior year for this sample, it did identify differences in learning orientation for different majors, suggesting that students may self-select into majors that reflect their own attitudes toward learning. The grade orientation scale revealed an interaction between major area least some training beyond high school. (The survey questionnaire and survey-related correspondence are appended.) Contains 40 references. (MN)

ED 360 485 CE 064 087

Zhang, Chi
Vocationalism and Social Efficacy: The Chinese Model.
PUB DATE- 13 Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Change; *Educational Development; *Educational Objectives; *Educational Policy; Foreign Countries; Models; Policy Formation; *Role of Education; Secondary Education; *Sociocultural Patterns; *Vocational Education
IDENTIFIERS- *China; Social Efficacy

The development of vocational education in modern China may be traced through four stages. The progress made during the experimental stage (1949-1965) was largely reversed during the Cultural Revolution (1966-1976), at which time many secondary technical and vocational high schools were closed. The period 1977-1984 marked a recovery stage when many secondary technical schools were reorganized, reopened, and expanded to repair the damage of the Cultural Revolution. Around 1985 policymakers finally recognized the potential value of vocational education and worked to achieve a 50:50 mix of general and vocational education at the senior high school level by 1990. The growth of vocational schools soon outpaced the development of effective vocational education strategies, and policymakers were forced to reassess vocational education in light of China's economic and educational reform. Vocational education must be redefined as education aimed at preparing people for working life. Strong government leadership in vocational education must be continued. Vocational education must be based on the needs of the community, and it must allow maximum individual choices. Education is undergoing major reform in both China and the United States. Exchange of ideas among vocational educators of both countries can only improve the profession. (Contains 19 references.) (MN) nonexperimental models, preentry earnings models and selection bias tests, quasi-net impact employment and earnings models, gross versus net impacts of JTPA program activities, and 71 references.) (MN)

ED 360 505 CE 064 218

Collins, Michael
Adult Education as Vocation: A Critical Role for the Adult Educator.
PUB DATE- 91
NOTE- 146p.; Routledge Series on Theory and Practice of Adult Education in North America.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; *Adult Educators; Critical Theory; Educational Objectives; Educational Philosophy; Foreign Countries; *Foundations of Education; *Relevance (Education); *Social Action; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Transformative Education

Fixation on technique, erosion of autonomous and community interests, and efforts to increase professionalization of adult education (which tends to emphasize the differences between adult educators and adult learners rather than their common interests) have created a crisis in adult education. Contemporary practice and research on self-directed learning have focused on teaching techniques. This has caused modern adult education to evade serious engagement with critical, ethical, and political issues. Adult educators must develop a sense of vocation or calling and must subordinate technique and technology to ethical and practical considerations through human-scale, less impersonal programming and development. This does not necessarily mean decreased emphasis on competent performance. The issues of needs assessment, program design, and program evaluation, professionalization, and educator training and competence should be approached from the perspective adult learners' needs rather than from the standpoint of bureaucratic or corporate needs. Adult educators should be guided by the principles of transformative pedagogy, which emphasizes social theories of action rather than psychological learning theories. Transformative education, which is based on engendering democratic social relations between adult educators and learners, may be extended to formal educational institutions, the workplace, and the community. (Contains 153 references.) (MN)

Education should provide additional guidance and support to school districts as they choose and put into use technology, promote the school and work connection, make available sufficient financial support to the Total Quality Institute for all interested schools, revise standards for guidance counselors to include a substantial background in the state economy and labor market, and allocate more resources to improving the teaching of math and science; (3) the Connecticut Employment and Training Commission should adopt systematic coordination of JTPA and educational resources as a clear state policy priority; and (4) the Department of Labor should develop a technical assistance program for service delivery areas as they implement the new JTPA amendments. (Appendixes include data on Carl Perkins budgeting and JTPA participation.) (YLB)

parts that cover the following topics: (1) aging workers in a leaner and meaner economy; (2) older worker myths and realities; (3) Age Discrimination in Employment Act in brief; (4) analysis--the Older Workers Benefit Protection Act; and (5) 10 guidelines for employers considering downsizing. Contains references and resources. (KC)

ED 360 543 CE 064 327

Gregory, Faye M.
Validation, Revision, and Evaluation of a Clinical Experience Using Ambulatory Care Facilities as Learning Sites for Student Nurses.
PUB DATE- Mar 93
NOTE- 308p.; Major applied research project, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Allied Health Occupations Education; *Clinical Experience; Clinics; *Curriculum Development; Curriculum Evaluation; Educational Research; Evaluation Methods; Health Facilities; Nurses; Nursing Education; *Practical Nursing; *Program Development; Program Evaluation; Student Experience; Two Year Colleges; *Validated Programs; Validity
IDENTIFIERS- *Ambulatory Health Care Facilities; Long Beach City College CA

A study confirmed the need for an ambulatory nursing experience as part of the vocational nursing (VN) program at the Long Beach City College (LBCC). Information on which to base the revision of the ambulatory care (AC) experience was obtained from a literature review and interviews with the following: AC administrators, California Board of Vocational Nurse and Psychiatric Technician Examiners, VN faculty, students who had completed the AC experience, staff of AC facilities, and California VN directors. The structure of the program was analyzed and modified to support an AC experience by amending the VN program philosophy and reclassifying the taxonomy of nursing diagnosis. Content was revised by synthesizing and integrating information from the literature review. The universal self-care deficits from Orem's Self-Care Deficit Theory of Nursing were used as the organizing principle to rearrange the six AC learning tools. The use of the five-step nursing process for vocational nurses was explored and validated. After revision, LBCC faculty and the AC agency administrators evaluated the experience, measuring it against Tyler's (1949) four fundamental curriculum development questions. An evaluation plan was developed from the literature on outcome assessment. (Appendixes include 246 references, interview outlines, evaluation results, LBCC curriculum structure documents, and student learning tools.) (YLB)

ED 360 562 CE 064 362

A Survey of Educational Services Provided to JTPA Clients in Florida's Service Delivery Areas. July 1, 1991 - June 30, 1992.
PUB DATE- Jun 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; *Coordination; Educational Cooperation; Federal Legislation; Federal Programs; *Job Training; Postsecondary Education; *Private Schools; *Public Schools; School Choice; Secondary Education; State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- *Florida; *Job Training Partnership Act 1982

Evaluation of the coordination of vocational education and programs provided under the Job Training Partnership Act (JTPA) included a survey of Florida's 24 service delivery areas (SDAs). The assessment was designed to provide a "snapshot" of the services provided to JTPA clients through educational institutions and on-the-job training (OJT) and requested information regarding services provided under Titles IIA, IIB, and III. Twenty respondents reported service to 66,588 clients. Of these clients, 9.8 percent participated in OJT. Half of the reporting Private Industry Councils made no use of private educational institutions to serve Title IIA clients. Public educational institutions were extensively used to provide services to Title IIA clients at the secondary and postsecondary levels. Provision of educational services to Title IIB clients in private educational institutions was extremely rare; most educational services were provided through public high schools. Of Title III clients, 879 received services through private postsecondary educational institutions; 5,066 were served through public postsecondary educational institutions. JTPA clients selected four general groups of programs: medical, heavy equipment, business and clerical, and computer skills. Federal, state, infrastructure, policy, and turf barriers were identified. (Seven pages of narrative information is supplemented with a list and map of Florida's SDAs, 11 tables with survey responses, and the survey instrument.) (YLB)

Adults
IDENTIFIERS- *Ego Development

Recurrent themes in the stories that young adults tell about their best friends and lovers and possible connections between levels of ego development and the ways that young adults talk about their closest relationships were explored using data from the Young Adult Development Project at the Massachusetts Mental Health Center. Luborsky's Core Conflictual Relationship Theme (CCRT) Method was used to code Relationship Episodes in the transcripts of the Early Adult Close Peer Relationship Interview conducted with young adults (N=20) who were asked to describe in depth their two closest relationships (one friend and one romantic relationship). The subjects' levels of ego development also were assessed using Loevinger's Sentence Completion Test. The findings revealed that the number of stories told by subjects was strongly correlated with their levels of ego development. A moderate correlation was found between the average complexity of relationship episodes and subjects' ego development scores. Subjects with higher ego development scores tended to tell longer stories. Men and women did not differ significantly in the number of stories they told about relationships or in the complexity of those stories. Preliminary findings suggest that ego development may be strongly correlated with the way people conceive of and describe their close relationships, particularly the frequency and complexity with which they describe specific interactions with other people. (NB)

developed by the Office of Truancy, Dropout and Alternative Education of the Maine Department of Education, an office established to provide technical consultant services to public and private schools for identifying students at risk of school failure, and the development of dropout prevention strategies and alternative programs to meet their needs. A preface notes that the graduation rate for Maine's class of 1988 was 74.4% and identifies a need to improve the graduation rate. The major portion of the document consists of eight color-coded sections. The first section on the planning process presents a framework for approaching the dropout/at-risk problem and discusses the purpose and philosophy for dropout prevention planning, characteristics of successful prevention programs, and essential program elements. The next section on identifying students at-risk looks at possible causes/contributing factors of students at-risk, focusing on student, home/family, community, and school factors. Other sections focus on guidelines for alternative education, parent-school partnerships, business-education partnerships, setting a school climate for success, association and organizations, and relevant Maine statutes and rules. (NB)

Sources; Intermediate Grades; Junior High Schools; Parent Child
Relationship; *Preadolescents
IDENTIFIERS- Reading Uses

Addressing the effects of rapidly escalating divorce rates on children, this 86-item annotated bibliography looks at using bibliotherapy individually, in designated groups, or for whole classes as a means of providing support and growth for preadolescents. Topics and specific problems addressed by the entries in the annotated bibliography include: loyalty, conflict, guilt, embarrassment, fear of abandonment, anger, denial, somatic symptoms, depression, school and peer upsets, dealing with stepparent, blended families, and spousal hostility. Materials in the annotated bibliography are divided into three main sections: books for preadolescents; self-help books for parents and materials aimed at increasing their understanding and support of their children; and readings for teachers and counselors to help them become more aware of the needs, difficulties, and possible approaches to help meet the concerns of preadolescents. (RS)

PUB DATE- Mar 93
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Faculty Evaluation; Faculty Workload; *Freshman Composition; Higher Education; Organizational Climate; Professional Recognition; *Staff Utilization
IDENTIFIERS- *Lecturers; *University of Nevada Reno

At the University of Nevada, Reno, lectureships developed out of a serious problem of staffing freshman composition. Almost all students take two semesters of freshman English, and in the late 1970's, when the ability to staff these courses became severely limited, the new freshman sections were staffed by temporary faculty identified as lecturers. During the early 80's lecturers taught only composition and occupied temporary low-paying positions. In the mid 1980's the lectureships were moved into the regular university budget. The people occupying these positions, as opposed to earlier versions, were selected in a national search. Lecturers were hired for a 3 year probationary period and if they were judged to be excellent in teaching and otherwise satisfactory, they were offered revolving 3-year contracts as a substitution for tenure. Since 1986 a number of changes have redefined the positions. Salaries were increased and lecturers were allowed to teach one literature course per semester. Recent schedule changes have produced a very different kind of position from the one first created. Today lecturers have become the most flexible participants in the overall schedule, teaching in a variety of programs: freshman composition, technical writing, the Honors program, the PACE program, and all levels of the English literature program except graduate courses. In the future, lecturers will remain crucial to administering as well as teaching the composition program and will remain only slightly less crucial to the other programs cited above. (NH)

desirable feature of Southern culture. (Contains 19 references.) (RS)

ED 360 661 CS 508 245

Meyer, John; Stafford, Jeff
A Group Leadership Exercise.
PUB DATE- 15 Apr 93
NOTE- 12p.; Paper presented at the Joint Meeting of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Group Behavior; *Group Dynamics; Higher Education; *Interpersonal Communication; Introductory Courses; *Leadership Styles; *Speech Communication
IDENTIFIERS- Problem Solving Teams

A group leadership exercise that incorporates the elements of leadership and other aspects of interaction within small groups can be useful in a basic communication course. The exercise is designed around three basic leadership styles: laissez-faire, democratic, and authoritarian. The exercise is conducted in the following way: (1) the class divides into groups of five to seven persons; (2) each group selects a leader in any manner it chooses; (3) each student leader is assigned a leadership style so that all three styles are evenly represented; (4) student leaders are instructed about each leadership style; (5) leaders return to the groups and oversee the group as it decides in what order 10 steps should be taken when developing a new project for a corporation; and (6) for future discussion the instructor notes the varying types of interactions occurring within the groups. The exercise may take from 20 minutes to the entire class session, depending on the depth of discussion desired. Groups with different styles of leadership may have different experiences and results, as may each class participating in the exercise. These differences can be discussed with the class. The group leadership exercise allows for a diversity of paths available for processing. (A handout for group members is attached.) (RS)

The School Improvement Process Based on Effective Schools Research: A Guide.
PUB DATE- 90
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Educational Assessment; Educational Change; *Educational Improvement; *Educational Planning; *Educational Quality; *Effective Schools Research; Elementary Secondary Education; Program Implementation; *School Effectiveness

This guidebook is designed to help the individual school faculty, staff, and administration create a school plan. Five features critical to a successful school-improvement plan include: support by research findings; a focus on student achievement; attention to issues of quality and equity; collaboration; and an ongoing and self-renewing process. Following the introduction, section 2 provides background information on the effective schools-research and the effective-schools process. Section 3 describes the history of the planning-stage development and an overview of the process. The final section describes in detail the five stages of the school-improvement process: (1) preparation; (2) focus; (3) diagnosis/interpretation of student outcomes and organizational dimensions; (4) plan development; and (5) implementation/monitoring/evaluation/renewal. Individual steps to achieve each of the stages are discussed. Appendices contain checklists, information on components of the school-improvement process, correlates of effective schools, an assessment instrument, a bibliography of other effective-schools instruments, guidelines, and sample plan formats. (Contains 34 references.) (LMI)

(055)
DESCRIPTORS- Bilingual Education; Delivery Systems; Economic Climate; Education Work Relationship; English (Second Language); Equal Education; *Hmong People; *Immigrants; *Limited English Speaking; Literacy Education; *Mainstreaming; Poverty; *Refugees; Secondary Education; *Student Needs; Urban Schools; Vocational Education
IDENTIFIERS- *Saint Paul Public Schools MN

Although American society may never have adequately educated the majority of its immigrants and their children, many who lacked a good education in an earlier era could support families through factory, agricultural, or construction work. Today's jobs require more education. Those with limited English proficiency and literacy skills will be only marginally employable. Focusing on Hmong Laotian refugees in St. Paul, Minnesota, schools, this paper argues that the prevailing mainstreaming or assimilation model of education does not fit many refugees' or immigrants' needs; as a result, schools are undereducating a substantial number of young people. Information is presented regarding Hmong background and culture and the particular difficulties confronting students at home and at school. Besides reviewing major language research, this paper presents new data--a compilation of SRA (Science Research Associates) test statistics for Hmong 10th-graders at a St. Paul high school falling into particular "time-in-country" categories. These statistics highlight instructional and programming dilemmas faced by secondary-level students and teachers. St. Paul schools' programs are also reviewed in terms of their capacity to meet Hmong students' needs. Alternative programs are suggested, including bilingual classes, "sheltered" content-area classes, partnerships with outside organizations, vocational education, and classes in native language literacy and culture. (Contains 34 references.) (MLH)

*Management Development; *Organizational Climate; Participative Decision Making; *Professional Development; *Public Schools; School Business Relationship

This paper presents findings of a study that examined the impact of organizational type on management training. Two case studies compared the management training programs of a suburban school district and a Fortune 500, energy-related organization. Data were obtained from interviews with key informants, observations, and document analysis. Using Carlson's (1964) organizational typology of "wild" and "domesticated" organizations, the industrial organization was classified as wild and the school site as domesticated. The two management training programs shared a commitment to training, a growing emphasis on group development, training methods principles, and an absence of systematic evaluation of training results. They differed in their delivery and content of training, organizational structures, resources available for training, and differing trainee expectations. The similarities did not appear to be related to organizational type. Only the perceived differences of organizational structure appeared to be strongly related to organizational type. Overall, the concepts of wild and domesticated organizational types were not useful. Most of the differences seemed to transcend organizational type and could be explained by factors such as need, tradition, and efficiency. However, industry and education could share training knowledge, skills, and resources. (Contains 13 references.) (LMI) high schools in a suburban district with a policy of school choice. Archival records, documents, personal semistructured interviews, and a general student survey questionnaire (yielding 1,555 secondary school student responses, or a district average of 85.5 percent) is used to investigate students' perceptions, experiences, and reasoning related to choosing a school. Four research questions guided the study. They concerned: factors contributing to students' decisions to choose one school over another; the process of choice; whether choice influences the racial and religious identity of the school community; and the perceived outcomes for the individual students as a consequence of choice. Descriptive statistics are reported. A finding is that students and their families seldom collected systematic information before making a choice decision, instead learning about the schools by word of mouth. The critical determinant of school choice is the student-environment fit, the perception by the student that the school ethos is right for the kind of person that individual perceives him- or herself to be. Both race and religion seemed to have played a modest role in the students' definition of student-environment fit. More than three-fourths of those students who chose their school attendance felt they had made the right choice. (Contains 25 references.) (RR)

ED 360 759 EC 302 330

Anketell, Mary, Ed.; And Others

A Series of Training Modules on Educating Children and Youth with Dual Sensory and Multiple Impairments. Volume 2: Service Provider Training Modules.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 468p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Problems; Classroom Techniques; *Communication Skills; *Curriculum Development; *Deaf Blind; Delivery Systems; Educational Needs; Elementary Secondary Education; Inservice Teacher Education; Interdisciplinary Approach; *Intervention; *Multiple Disabilities; Preservice Teacher Education; *Pupil Personnel Services; Staff Development; Student Characteristics
IDENTIFIERS- *Behavior Management

This second volume in a two-volume series which contain training modules on the education of children and youth with dual sensory and multiple impairments focuses on preservice or inservice training of service providers who deliver educational services to these children. The five modules in this volume address the following areas: (1) introduction to the population of children with dual sensory and multiple impairments; (2) functional curriculum development and implementation; (3) communication skills development; (4) mediation of challenging behaviors; and (5) related services and the transdisciplinary approach to service delivery. A general introduction lists recommended trainer competencies and describes module format. Modules are intended to be presented in one to five 90-minute sessions. Each module consists of six sections: general information or overview, training instructions, one or more topic sections (depending on the breadth of coverage), sources of additional information, evaluation measures, and appendices. (DB)

*Reading Difficulties; Syntax; Written Language
IDENTIFIERS- Impairment Severity

This study investigated the development of oral metalinguistic abilities in 140 children (ages 5-12) with oral language or reading impairments. The study focused on determining the difficulties that children with these different types of problems have at different ages in the elementary school years and determining how metalinguistic abilities change as children mature. Subjects were divided into two groups by age and into four different groups based on nature and extent of disorder. Results indicated that, among the younger children, there were few significant differences among the four groups in language metaprocessing difficulties. Children with oral language problems and children with both oral and written language problems had difficulty in syntactic processing tasks and in recalling words presented at random. Children who had only reading problems did better than children in the at risk and combined disorder (oral and written language) groups in phoneme segmentation. The paper concludes that the four identified groups differ in degree of difficulty but not in type of difficulty. (JDD)

*Behavior Problems; *Consultation Programs; Discipline; Educational Cooperation; Elementary Education; Elementary School Students; *Outcomes of Education; Performance Factors; *Special Needs Students; Student Evaluation

This study examines teacher collaboration as an evolving service option for special needs students, and investigated the effects of teacher collaboration through the use of action research. The study compared student performance indicators in collaborative and noncollaborative structures and evaluated the validity of variables selected for comparison. A collaboration/consultation model was incorporated into the daily instruction of approximately 56 percent of the student subjects, which included 423 students in grades 3 through 5. Results indicated that: (1) the relative average absence per student was higher for collaborative students at each grade level and for all levels combined; (2) over 45 percent of all collaborative students received conduct notices during the school year, compared to over 39 percent of noncollaborative students; (3) percentages of collaborative students in each of the three grades with at least one failing subject were 10 percent or below, while percentages of noncollaborative students failing at least one subject ranged from 16 to 23 percent. Across all grading periods and grade levels except one (first marking period of third grade), a smaller percentage of collaborative than noncollaborative students received failing grades. (Contains 20 references.) (JDD)

*Language Variation; *Regional Characteristics; *Rural Areas; *Sociocultural Patterns
IDENTIFIERS- *North Carolina (Outer Banks); United States (South)

A sociolinguistic study of Ocracoke, an island community in North Carolina's Outer Banks, investigated the social dynamics of language change and variation. Data were gathered in interviews with 43 island residents aged 12-82, most of whose families have been on the island for several generations. Several major sociolinguistic issues were examined: where the Ocracoke dialect fits in with surrounding dialects; the social interactional, demographic, and psychological factors correlating with language variation; and the direction and reasons for any current language change. The study's findings in these areas are described, with examples of phonological, morphosyntactic, and grammatical variations from this and comparison dialects provided. In addition, the researchers' plans to return the community's favor of cooperation are detailed. These consist of followup activities to the study, including: writing of a popular account of the island's language history in a form useful to the community, especially the school system; compilation of an archival tape of representative speech samples from interviews, for historic preservation; and a language awareness program for the schools. A humorous Ocracoke "quiz" and a brief bibliography are included. (MSE)

Edinburgh (Scotland). With only a few hundred students to validate such a widely discriminating test, the problems become practical as well as theoretical. This article is a short report on why there was a need for the test and how the problems were approached. (Author/JL)

ED 360 841 FL 021 418

Lynch, Tony
Questions in Lectures: Opportunities or Obstacles.
PUB DATE- 93
NOTE- 11p.; For serial publication in which this paper appears, see FL 021 410.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- College Students; Cultural Differences; *English (Second Language); Foreign Countries; Higher Education; Interaction; Language Research; *Lecture Method; Native Speakers; Second Language Learning
IDENTIFIERS- *Great Britain

This paper discusses how the rise in numbers of non-native English speaking students in British universities has consequences for lecturers trying to be understood by heterogenous audiences. Although listeners may be invited to ask questions, there are linguistic, psychological, and sociocultural pressures on non-native students that can deter them from doing so. The nature of such pressures on would-be questioners is discussed, and ways teaching staff could make the asking and answering of questions less inhibiting are suggested. It is suggested that such attention could be beneficial to the accessibility of lectures to both native and non-native listeners. (Contains 41 references.) (JL)

Defense Education Act, Foreign Language Assistance Act, and National Security Education Act. Following these enactments, the Department of Education and the Department of Defense have dispensed appropriations to meet the objectives of African language programs in curriculum development, teacher training, and instructional strategies. However, marginalization of language instruction exists within the academic community and as a result, not enough African language instructors participate in language professional activities. Beyond the restrictions in pedagogical research and curriculum materials faced by language instructors in general, teachers of African languages face additional limitations, lacking a framework for a national language policy, institutional financial support, and articulation. A reform initiative for African Studies Centers (ASCs) includes five components of change: a mission statement, a set of specific skills, program incentives, improved resources, and an action plan timeline to achieve a viable national African language policy. Suggestions for a national framework for language instruction, for obtaining institutional support, and for developing professionals associations are offered. Sixteen appendices address standards for a professional African language instructor; teacher certification in Arabic, Hausa, Swahili, and Yoruba; and a proposed timeline toward a national plan for African language instructors. (JP)

The Place of English in the SSS Curriculum in Nigeria: The State of the Art.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicative Competence (Languages); Curriculum Design; Educational Environment; Educational Policy; *English (Second Language); Foreign Countries; *High Schools; Language of Instruction; *Language Role; Language Variation; *Public Policy; *Secondary School Curriculum; Standard Spoken Usage
IDENTIFIERS- *Nigeria

A discussion of the senior high school curriculum in Nigeria focuses on the role of English, considered an important language for educated individuals. An overview of the structure of the secondary curriculum is offered, and the sociolinguistic and pedagogical significance of English in the society is examined briefly. The senior high school English curriculum is then described, with attention given to its objectives and format, syllabus problems and limitations, and the phenomenon of widespread English language deficiencies. It is suggested that the best way to remedy the latter problem is to use the native language as the medium of instruction during primary education, to firmly establish literacy and numeracy skills, then concentrate on developing communication skills in English in junior high school and on grammar and refinement of English skills in senior high school. English would continue to be the medium of instruction in secondary education. Additional recommendations include making the upper-level English curriculum more learner-centered and communication-oriented, emphasizing language across the curriculum, and redesigning the school-leaving examination to measure communicative competence better. This might include differentiated examinations based on student academic and career objectives, and assessment respecting local variations of English. (MSE)

Practice Relationship; Undergraduate Students; Undergraduate Study; *Work Experience Programs
IDENTIFIERS- *Antioch College OH

This paper examines the role of work in a psychology work/study curriculum at Antioch College (Ohio), and argues that the view of student's work that is described may represent a missed opportunity to help students learn. Students, through interviews and journal entries, provided their opinions regarding if and in what ways their classes influenced their work on the work assignment, and if and in what ways their work experiences influenced their classroom work. Students also provided their assessments as to how the combination of work and study affected their career planning. The interviews revealed that influences of classes on students' work did exist, but in terms of the work experience affecting the class experience, there were some differences of opinion. Also, students generally perceived both classroom and work experiences as influential to their values and career development. Contains eight references. (GLR) sample of six systems of generation performance indicators was examined using the nine criteria; the six systems are: National Education Goals (United States National System); Critical Choices (United States State System); Key Success Indices (United States Institutional System); The Committee for Vice Chancellors and Principals listing of performance indicators (British National System); Queen's University (Canadian Model); and MONEY magazine (United States Media System). Analysis found that performance indicators are mostly variations of input/output mechanistic thinking, that remarkable similarities exist between North American and European initiatives, that most models are unprepared to address conversion or process variables, that most are built on an assumption that outcomes can be attributed to something in the system or institution, and that the absence of linkages back to the learning environment leaves internal decisionmakers without information to correct causes that explain variations in quality. (Contains 92 references.) (JB)

and changes in grade orientation, with students in some majors showing substantial increases in grade orientation and those in other majors showing decreases or staying the same. Contains 24 references. (GLR)

ED 360 936 HE 026 675

Litten, Larry H.; Kern, Kathleen
Social/Political Liberalism Among Freshmen at Selective Private Institutions: A CIRP Data Sharing Project. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 24p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Comparative Analysis; *Cooperative Programs; Databases; Decision Making; Higher Education; Information Systems; Institutional Characteristics; *Institutional Research; *Liberalism; Political Attitudes; Social Attitudes; Social Values; *Student Attitudes; Surveys
IDENTIFIERS- *AIR Forum; American Freshmen Survey; *Cooperative Institutional Research Program

The Cooperative Institutional Research Program (CIRP) database based on the American Freshmen Survey provides data for use in making marketing and management decisions in colleges and universities. This paper describes an operational cooperative model for managing and exploiting the data that CIRP makes available. The paper also offers an example of the substantive insights that can be derived from such cooperation. Additional sections: (1) provide a description of a project for sharing CIRP data among the members of an existing consortium, the institutions that are involved in the effort, and the student data in the resulting database; (2) discuss the scales used in the study constructed from the CIRP measures of social and political values and the creation of a general index of liberalism; (3) examine the differences among and within institutions on this index; (4) explore the characteristics of institutions that appear to contribute to differences in the social/political orientations of their freshmen classes; and (5) provide summary observations and suggestions for further research. Analysis suggested that various institutional characteristics and student academic orientations (i.e., intended major) are associated with measurable differences on an index of social/political liberalism. (GLR)

ED 360 937 HE 026 676

Murray, Judith A.
Allocating Government Funds to Higher Education Institutions: Inter-Country Comparisons. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 19p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Block Grants; *Educational Finance; Federal Aid; *Financial Support; Foreign Countries; *Government Role; Government School Relationship; Grants; Higher Education; *Resource Allocation; School Funds; *School Support
IDENTIFIERS- *AIR Forum; Canada; *Formula Funding

The ways in which governments in different countries determine the amounts of money to be provided to individual institutions of higher education institutions vary considerably. This paper explains how government funds are allocated in Canada, focusing on grants in support of core operations to universities located in Nova Scotia. It examines how and why the current process emerged along with its particular strengths and weaknesses. The paper first provides the history of federal funding for Canadian postsecondary education, followed by specific discussions of funding as it involves Nova Scotia's institutions of higher education. Next, the use and history of formula funding, as developed by the Maritime Provinces Higher Education Commission in 1974, is examined covering both restricted and unrestricted operating grants, such as flat, enrollment, equalization, and supplementary grants. Finally, the paper discusses some of the problems experienced with the old funding formula and the eventual return to block funding encompassing the use of the Basic Operating Grant funding mechanism. (Contains five references.) (GLR)

ED 360 938 HE 026 677

Sanders, Liz; Chan, Susy
Student Satisfaction Surveys: Measurements and Utilization Issues. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Data Analysis; Data Collection; Educational Environment; Higher Education; *Information Utilization; *Institutional Research; *Research Methodology; Student Attitudes; Student College Relationship; Student Educational Objectives; Student Needs; *Surveys
IDENTIFIERS- *AIR Forum; Cooperative Institutional Research Program; *De Paul University IL; Diversity (Student); Total Quality Management

Student satisfaction surveys assess satisfaction with various facets of the university and includes key sets of questions on

ED 360 956 IR 054 628

Silverman, Randy, Comp.; Grandinette, Maria, Comp.
The Changing Role of Book Repair in ARL Libraries. SPEC Kit #190.
PUB DATE- Apr 93
NOTE- 138p.; Papers presented at the Annual Meeting of the American Institute for Conservation of Historic and Artistic Works (20th, Buffalo, NY, June 1992).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Books; Essays; Guidelines; Higher Education; Librarians; Library Collection Development; *Library Materials; *Library Technical Processes; *Preservation; Profiles; Program Implementation; *Repair; *Research Libraries; Universities
IDENTIFIERS- *Library Materials Conservation

This kit provides 24 essays on book repair: (1) "Conservation at the American Philosophical Society: An Institutional Profile in 1992" (H. Kyle); (2) "The Book Repair Program at Brigham Young University: An Institutional Profile" (R. Silverman); (3) "Book Repair and Conservation: Conservation Center for Art and Historic Artifacts" (G. Ruzicka); (4) "Cornell University: The Department of Preservation and Conservation, Outline of Development" (S. Zachary); (5) "Emory University Libraries Preservation Office" (A. Frellsen); (6) "Institutional Profile: Julia Rogers Library, Goucher College" (S. Roby and E. Cunningham); (7) "Harvard University Widener Library Conservation Services: Institutional Profile" (N. Schrock and D. Moore); (8) "Indiana University Libraries: Institutional Profile" (J. Burgess); (9) "The Johns Hopkins University Milton S. Eisenhower Library Preservation Program" (R. A. Sinclair); (10) "Metropolitan Toronto Reference Library" (J. G. Wellheiser); (11) "Profile for the Nebraska State Historical Society" (C. Atwood); (12) "Preservation Activities at the New York Academy of Medicine Library" (S. Martin and E. Schlefer); (13) "The Library of the New York Botanical Garden: Basic Collection Preservation Care Program" (J. Reed); (14) "Collections Maintenance Activities at the New York Public Library, Research Libraries" (J. A. Martinez and M. Reeves); (15) "New York University, Elmer Holmes Bobst Library Institutional Profile" (P. De Stefano); (16) "Northwestern University Library Institutional Profile for Collections Conservation" (S. Kellar); (17) "Collections Conservation at Princeton University Libraries" (B. J. Baird); (18) "Saint Bonaventure University Preservation Department: Freidsam Memorial Library" (P. Jermann and S. M. Frakes); (19) "Stanford University Libraries Conservation Treatment Section Profile" (E. Stewart); (20) "University of Cincinnati: University Libraries Preservation Program" (T. Heidtmann); (21) "The Book Repair Program at the University of Michigan Library: An Institutional Profile" (A. Christian, A. Ridout, and L. Muir); (22) "Circulating Materials Treatment at University of Washington Libraries" (K. Leonard); (23) "Conservation Practice Carried Out on the Main Collection of the Library of the School of Library and Information Science at the University of Western Ontario" (V. Estick); and (24) "Institutional Profile: University of Wisconsin-Madison" (J. C. Dast). Flyer 190 is included. (SLD)

ED 360 957 IR 054 630

ED 360 977 IR 054 658

Patton, Gayle A.
Bookmobile Service and the Amish Community in Holmes County, Ohio: A Case Study.
PUB DATE- Aug 93
NOTE- 69p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Amish; *Bookmobiles; Case Studies; Community Influence; Elementary Secondary Education; Ethnic Groups; Interviews; Librarians; Library Collection Development; *Library Extension; Library Surveys; Mobile Educational Services; *Outreach Programs; Parochial Schools; *Public Libraries; *Reading Interests; Users (Information); Use Studies
IDENTIFIERS- Ohio (Holmes County)

The operations of the bookmobile program of the Holmes County (Ohio) Public Library serving the Amish community were explored and observed. The Amish community comprises 40 percent of the entire population of Holmes County. Reading interests of the Amish using the bookmobile are analyzed informally to determine whether bookmobile services are playing an active role for this ethnic group. Information provided by the outreach/bookmobile librarian indicated the number of stops per week, the time spent at each, the circulation, and special needs of the community. The researcher rode on the bookmobile unit for one week and interviewed several community members, including two bishops and a community parochial school teacher. The bookmobile is used significantly by parts of the Amish community and provides a valuable service for its Amish constituents. The success of the service is largely due to the sensitivity and dedication of the bookmobile staff. The biggest issue facing the county bookmobile is collection development. Many books that the Amish love are no longer in print. The Amish are extremely specific about what they choose to read, and if the bookmobile does not supply these materials, its services will not be used. Appendixes contain a map of the area, a user survey, and a circulation chart. (Contains 22 references.) (SLD)

ED 360 978 IR 054 660

Zumer, Maja
Comparison and Evaluation of End-User Interfaces for Online Public Access Catalogs.
PUB DATE- Jun 93
NOTE- 89p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Computer Networks; Computer Software; Evaluation Methods; Futures (of Society); *Gateway Systems; Higher Education; Interaction; *Library Catalogs; Man Machine Systems; *Online Catalogs; Qualitative Research; *Research Libraries; State Programs; User Needs (Information); Users (Information)
IDENTIFIERS- *Interface Devices; Internet; *OhioLINK; Public Access Catalog

End-user interfaces for the online public access catalogs (OPACs) of OhioLINK, a system linking major university and research libraries in Ohio, and its 16 member libraries, accessible

ED 360 997 IR 054 689

DeCandido, Robert
Collections Conservation.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Mar 93
NOTE- 142p.; "One of seven in a series of Preservation Planning Program (PPP) resource guides" (Jutta Reed-Scott, Series Editor), see IR 054 690-695.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Books; Check Lists; *Conservation (Concept); Decision Making; Evaluation Methods; Higher Education; Library Collection Development; *Library Collections; *Library Materials; *Preservation; Program Development; Program Implementation; *Records Management; Repair; Resource Materials
IDENTIFIERS- Book Preservation; *Book Restoration; *Library Materials Conservation

Collections conservation is an approach to the preservation treatment of books and book-like materials that is conceptualized and organized in terms of large groups of materials. This guide is intended to enable a library to evaluate its current collections conservation activities. The introduction describes collections conservation and gives program development guidance. A selection of the following readings from the published literature provides an overview of programs and information on standardized repair procedures: (1) "A Manual of Step-by-Step Procedures for the Maintenance and Repair of Library Materials: Second Edition" (Carolyn C. Morrow and Carole Dyal); (2) "Tip-Ins and Pockets" (Jane Greenfield); (3) "A Simple Workstation for the Conservation of Library Materials" (Illinois Cooperative Conservation Program); (4) "Preservation Enclosures" (Hedi Kyle); (5) "Understanding Treatment Options," "Tightening the Hinges of a Case-Bound Book," "Double Tray Box" and "Appendix 1: Decision-Making Checklist for Book Repair" (Carolyn C. Morrow and Carole Dyal); (6) "Repairing Paper Artifacts" and "Surface Cleaning Paper" (Sherelyn Ogden); (7) "Polyester Encapsulation" (Mary L. Rizenthaler); (8) "Harvard University Widener Library Conservation Services: Institutional Profile" (Nancy Schrock and David Moore); and (9) "The Book Repair Program at Brigham Young University: An Institutional Profile" (Randy Silverman). An annotated bibliography of 14 selected readings is included. (SLD)

ED 360 998 IR 054 690

Byrne, Sherry
Collection Maintenance and Improvement.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 93
NOTE- 205p.; "One of seven in a series of Preservation Planning Program (PPP) resource guides" (Jutta Reed-Scott, Series Editor), see IR 054 689-695.
LANGUAGE- English

ED 361 015 JC 930 387

Transfer Student Survey, 1993.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Advising; *College Transfer Students; Community Colleges; Comparative Analysis; Grade Point Average; Graduate Surveys; Higher Education; *Participant Satisfaction; School Surveys; *Student Attitudes; Student Behavior; Two Year Colleges; Two Year College Students

A study was conducted of 1991 graduates of Sinclair Community College (SCC) in Ohio to determine how many graduates had subsequently attended four-year institutions, how well these students had performed at the senior institutions, and the extent to which students believed their experiences at SCC had prepared them for their baccalaureate endeavors. Where applicable, results were compared with findings from a pilot study of 1990 graduates. Surveys were sent to all 1,249 graduates. Of these, 392 provided usable responses for a 31.4% response rate. Among the 392 respondents, 136 (34.7%) had transferred to a four-year institution. Study findings, for respondents who had transferred, included the following: (1) among respondents, 66.9% were still enrolled at the four-year school, as compared to 83% of 1990 respondents; (2) 20% of the respondents did not make a decision to transfer until after leaving SCC, while 46.7% had planned to transfer when they enrolled initially at SCC; (3) 101 respondents had seen an academic advisor while at SCC, and 50% were very satisfied with the advising; (4) 13% of the respondents lost more than 21 credit hours during transfer, as compared to 29% of 1990 respondents; (5) only 6.7% of the respondents felt they were less prepared academically than their classmates at the four-year schools; (6) 77.5% of the respondents reported that their grade point averages had stayed in the same or increased after transferring; and (7) close to 93% of the respondents indicated that, if they had to do it over, they would start at SCC before transferring. Data tables, open-ended responses, differences among technical-program versus non-technical program respondents, and the survey instrument are included. (PAA)

ED 361 016 JC 930 390

Analysis of Enrollments, with Comparative References to Historical Trends. Volume 1: Winter Quarter (FY 1992-93). Volume 2: Spring Quarter (FY 1992-93).
PUB DATE- 93
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Day Students; Departments; *Enrollment Trends; Ethnic Distribution; Evening Students; Females; Full Time Students; Males; Part Time Students; School Demography; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- Sinclair Community College OH

Providing a historical analysis of enrollments at Sinclair Community College in Dayton, Ohio, these two reports present

ED 361 033 JC 930 412

Profiles of Faculty Employed by North Carolina Community Colleges. Faculty/Staff Research Project.
PUB DATE- Jan 93
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Aging in Academia; *College Faculty; Community Colleges; Educational Trends; Faculty Integration; Faculty Workload; Females; *Full Time Faculty; Institutional Characteristics; Males; Part Time Faculty; Racial Composition; Teacher Background; *Teacher Characteristics; *Teacher Salaries; Two Year Colleges; Wages
IDENTIFIERS- *North Carolina Community College System

Focussing on faculty characteristics, workload, and compensation, this report provides comprehensive data on full- and part-time faculty employed by institutions in the North Carolina Community College System (NCCCS). Data were drawn from the fall 1991 Department of Community Colleges' College Staff Information Data Survey, from the 1990 Faculty/Staff Study survey, and from annual statistical reports. Following a glossary and introduction, tables are presented detailing faculty growth, demographics, aging, education and experience at their current institution, workload, and hourly rate of pay for part-time faculty. Highlighted data include the following: (1) between fall 1987 and fall 1991, the number of full-time faculty increased by 12%, from 3,262 to 3,643, and part-time faculty increased by 18%, from 3,808 to 4,502, while full-time equivalent (FTE) students increased by 22%; (2) in fall 1987, 90.3% of full-time faculty were white, dropping only slightly to 89.8% by fall 1991; (3) from fall 1987 to fall 1991, the median age of full-time faculty increased from 44 to 45 years, while for part-time faculty, there was an increase from 39 to 41 years; (4) in 1991, approximately 56% of full-time curriculum faculty held at least a master's degree, and 62.5% had worked at their current institution for more than 5 years; (5) in fall 1991, approximately 96% of full-time curriculum faculty were assigned 10 or more contact hours of direct instruction; and (6) in fall 1991, the median hourly rate of part-time faculty in the curriculum area was $14.42. Detailed data tables with breakdowns by instructional area are included. (PAA)

ED 361 034 JC 930 413

A Matter of Facts: The North Carolina Community College System Fact Book.
PUB DATE- 93
NOTE- 148p.; For an earlier version, see ED 317 231. Much of the document is printed on colored paper which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *Budgets; *College Administration; College Planning; *College Programs; Community Colleges; *Educational Finance; Enrollment; Enrollment Trends; Expenditure per Student; *Institutional Characteristics; *Institutional Mission; Program Descriptions; State Surveys;

ED 361 050 JC 930 436

Heckman, Richard T.
Should Technical Education Be More Liberal?
PUB DATE- 19 Mar 93
NOTE- 21p.; Paper presented at the National Conference on Technical Education of the American Technical Education Association (30th, San Diego, CA, March 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Curriculum Development; Educational Innovation; Educational Strategies; Educational Theories; *Education Work Relationship; General Education; *Interdisciplinary Approach; *Liberal Arts; Relevance (Education); Role of Education; Sociocultural Patterns; Systems Approach; Technical Institutes; Two Year Colleges; *Vocational Education

Due to the increasing emphasis on technology and the trend toward downsizing and multiculturalism in today's workplace, graduates of technical education programs need non-technical thinking and problem solving skills to stay successfully employed. Historically, however, a dichotomy has existed between vocational and liberal education, which has limited the technical education curriculum to imparting specific job skills. In order to best fulfill employer and employee needs, a new curriculum design is needed which utilizes both sociological and systems theory perspectives to understand the interplay between the curriculum and society. This new curriculum should take into account the desired technical and non-technical student outcomes and fuse liberal arts with technical education in the limited associate degree time-frame. In a model approach, faculty should first develop a general education core designed to improve students' creative and critical thinking, communication skills, and understanding of the world around them. The technical curriculum should then be constructed to further improve student problem solving and interpersonal skills and to develop a proficiency in their technical field. Finally, the two parts should be integrated into a student-centered, outcomes-based system designed to address declarative and procedural knowledge within an applied context and enable students to develop the physical and conceptual tools necessary to link them. (Contains 14 references.) (MAB)

ED 361 051 JC 930 438

Price, Linda A.
Characteristics of Early Student Dropouts at Allegany Community College and Recommendations for Early Intervention.
PUB DATE- Jun 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Community Colleges; Dropout Prevention; Dropout Research; *Dropouts; Early Intervention; Nontraditional Students; Program Development; *School Holding Power; *Student Behavior; *Student Characteristics; Student Employment; Student Participation; *Student School Relationship; Teacher Student Relationship; Two Year Colleges;

ED 361 068 PS 021 572

Banks, Ellen C.
Moral Education in a Multicultural Context: The Malaysian Primary Curriculum.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Pluralism; Curriculum; *Elementary Education; *Ethical Instruction; Foreign Countries; *Moral Values; *Multicultural Education; *Multicultural Textbooks; Religious Cultural Groups; Religious Education
IDENTIFIERS- *Malaysia; Muslims; National Curriculum

In Malaysia, the national moral education curriculums are designed to develop the values that Malaysians of diverse cultures share or that the government wishes to develop as shared values to bring about religious and ethnic harmony. Moral education for Muslims is incorporated into in-school religious education, while a separate, essentially secular moral education curriculum has been prepared for non-Muslim children. The moral education curriculum is designed around ten values: physical and mental cleanliness, consideration, moderation, diligence, thankfulness, trustworthiness, fairness, affection, respect, and society. As set out by the education ministry, the curriculum leaves no room for discarding, deleting, or modifying these values. Instructional materials focus on developing students; ability to apply moral principles in decision making and role taking. Many lessons focus on neighborliness, interracial harmony, and the avoidance of conceit and boasting. While the curriculum does not openly advocate different rules or responsibilities for boys and girls, boys are more often the main characters in the stories. While the curriculum is designed for non-Malays only, some of the textbooks are written and illustrated by Malays and show people from various ethnic groups, including Malays. The moral education curriculum is experimental, and many contextual factors will determine its influence on children's moral development. Sample stories at five grade levels are included. (AC)

ED 361 069 PS 021 573

Banks, Ellen C.
Learning Values about Languages in the Multilingual Preschools of Malaysia.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Institutional Characteristics; *Kindergarten; Kindergarten Children; *Language Attitudes; *Language of Instruction; *Multilingualism; Native Speakers; Preschool Education; Private Schools; Program Descriptions;

ED 361 088 PS 021 623

Smith, Kelley A.
Attitudes toward Multiple Aged Classrooms of Third, Fourth, Fifth, and Sixth Grade Students.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Classroom Environment; Elementary Education; *Elementary School Students; *Multigraded Classes; Negative Attitudes; *Student Attitudes; Student Experience
IDENTIFIERS- *Mixed Age Groups

This study investigated students' attitudes toward multi-age classrooms, specifically examining differences in attitudes based on gender and grade level. The Multiage Attitude Survey was administered at the end of the school year to students in two multi-age classrooms: one classroom with 11 third-grade and 10 fourth-grade students, the other with 11 fifth-grade and 13 sixth-grade students. Results revealed no significant difference in attitudes based on gender. However, differences were found in grade level attitudes. Correlations between grade level and negative attitudes toward multi-age classrooms indicated that the higher grade-level students (fourth graders and sixth graders) had more negative attitudes toward the multiple groupings than did younger students in each classroom. (Author/MM)

ED 361 089 PS 021 626

MacBeath, John; Turner, Mary
Learning Out of School: Homework, Policy and Practice. A Research Study Commissioned by the Scottish Education Department.
PUB DATE- Nov 90
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Objectives; *Educational Policy; Elementary Secondary Education; *Family Environment; Foreign Countries; *Homework; *Parent Attitudes; Parent Role; Parent School Relationship; *Student Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- *Scotland

This report presents results from a study that examined homework issues and practices by surveying teachers, students, and parents in 13 schools in different parts of Scotland. The first of the report's 10 chapters outlines background information and the research strategy used in this study. In chapter 2, findings of previous research on homework are summarized. Chapter 3 describes the purposes of homework from the perspectives of teachers, students, and parents. The findings of the study are presented in chapters 4 through 10, and address the following questions: Is homework worthwhile? What is the nature of homework? How long do pupils spend on homework? What is the environment of homework? What is the role of parents in monitoring and support? and What principles lead to better homework practice? An appendix provides policy principles, based on the study's findings, on the following: (1) school policy; (2) homework tasks; (3) teacher's management of homework; (4) communication with parents; (5) parent workshops; (6) the school board; (7) strategies for independent

ED 361 109 PS 021 680

Levy, David L., Ed.
The Best Parent Is Both Parents: A Guide to Shared Parenting in the 21st Century.
PUB DATE- 93
NOTE- 161p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Child Advocacy; *Child Custody; *Child Rearing; Child Welfare; *Divorce; *Nuclear Family; *Parent Child Relationship; *Parent Responsibility; State Legislation
IDENTIFIERS- *Shared Parenting Family

This book asserts the need for two-parent involvement in child-rearing, even after separation and divorce. Following a preface by David L. Levy entitled "The Best Parent is Both Parents," and an introduction by Vicki Lansky, "How We Can Do it Better--Divorce American-Style," the book contains six chapters: (1) "Children as Victims of Divorce," (Elliott H. Diamond); (2) "The Case for Joint Custody," (Alexander Hillery II); (3) "Parenting Post-Divorce: Problems, Concerns," (Anna Keller); (4) "Parenting Agreements--Preventive Medicine," (Elliott H. Diamond and David L. Levy); (5) "Help for Families in Crisis," (Anna Keller); and (6) "Banana Splits," an interview with Elizabeth McConagle, director of Banana Splits, a program which helps children of divorced parents in the Ballston Spa, New York, school system. A total of 24 pages of reference notes are provided. Also provided are two appendixes: "Selected Research on Child Custody," and "State Laws Addressing Child Custody." A final section describes the activities of the Children's Rights Council (CRC), lists its officers and advisory panel, and provides information about CRC chapters in 22 states. (MDM)

ED 361 110 PS 021 690

Hirsch, E. D., Jr.
Fairness and Core Knowledge.
PUB DATE- 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Core Curriculum; Cultural Literacy; *Educational Improvement; *Educationally Disadvantaged; Elementary Education; *Equal Education; Foreign Countries; *High Risk Students; *Minority Group Children; Public Schools
IDENTIFIERS- Europe; *United States

The best way to help disadvantaged and minority children overcome educational injustice is to impart to them, and all students, a universally shared core of knowledge. Unless this is done, many disadvantaged and minority students will continue to lag behind their peers in academic achievement. Research has shown that systems that achieve across-the-board effectiveness in early schooling are those which specify a core of knowledge that children should acquire in each grade of elementary school. By contrast, educational systems without a core knowledge requirement have universally failed to achieve educational fairness. French, German, and Swedish elementary schools, for example, effectively narrow the gap between advantaged and disadvantaged students in the first few years of schooling. In the United States, on the other hand, this gap widens, with

ED 361 128 RC 019 037

Late Entry/Early Withdrawal Policy Handbook.
PUB DATE- Sep 91
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Records; *Credits; *Educational Policy; Grading; Graduation Requirements; High Schools; High School Students; *Late Registration; *Migrant Education; Migrant Problems; Nontraditional Education; Transfer Policy; *Withdrawal (Education)
IDENTIFIERS- *Credit Accrual; *Texas

This booklet outlines policy options that Texas school districts can use to develop consistent credit-granting policies for migrant students who arrive late or withdraw early during the school year. In addition to advocating grading of migrant students consistently and fairly, the goal of the policies is to enhance the graduation rate of migrant and other transitory students by providing options for completing courses and graduation requirements. The booklet describes specific procedures for: (1) transferring students' grades from one school to another; (2) enabling students to complete course work missed due to late entry (tutoring, credit by examination, advanced placement examinations, auditing courses, and summer school programs); and (3) enabling students to complete work missed due to early withdrawal (giving credit when the student enrolls in another school, completing course work early, and receiving an incomplete grade). Appendices include samples of existing credit-granting policies in Texas, including a delayed completion plan, evening and summer completion plans, tutorial programs, auditing courses, and early completion plans; early withdrawal forms; and verification of migration forms. (LP)

ED 361 129 RC 019 038

Secondary Credit Accrual Manual: Updating MSRTS Records.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 92
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Credit Courses; *Credits; Dropout Prevention; *Graduation Requirements; *Migrant Education; Migrant Youth; Potential Dropouts; Required Courses; Secondary Education; *Secondary School Curriculum; Transfer Students
IDENTIFIERS- Credit Accrual; *Migrant Student Record Transfer System; *Texas

This manual gives information needed to report secondary credit data to the Migrant Student Record Transfer System (MSRTS). MSRTS allows schools to document courses taken and courses recommended to be taken, as well as partial and complete credits awarded for work completed during the enrollment period in each school. This information assists school staff in addressing the critical educational needs of the secondary

ED 361 147 RC 019 284

Stephens, E. Robert; Turner, Walter G.
Leadership for Rural Schools.
PUB DATE- 88
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Educational Administration; *Educational Change; Educational Policy; Elementary Secondary Education; Financial Problems; Leadership; Quality of Working Life; *Rural Schools; *Rural Urban Differences; School Districts; Small Schools; *Superintendents

The rural school superintendency is, in many ways, as demanding and difficult as the urban superintendency. Chapter 1 of this book provides a working definition of a rural small school district, an estimation of the number of rural systems in the nation that fit the criteria, and a profile of rural small school superintendents. Chapter 2 discusses the basic nature of the work of rural superintendents and the roles they perform. Chapter 3 describes the advantages and problems with rural school districts in the areas of community relationships and control, finance, administration, teachers, students, and curriculum and instruction. It also discusses the lingering problems of financing and staffing rural small schools. Chapter 4 considers possible rewards of the rural superintendent in terms of pay, fringe benefits, and job security. Chapter 5 reviews new pressures facing rural education such as changing enrollment patterns, fiscal constraints, school improvement initiatives, and family choice options. The book concludes with recommendations for a new commitment at the local, state, and national levels to develop comprehensive, integrated, and cohesive policies that will strengthen and enrich the rural small school superintendent. (KS)

ED 361 148 RC 019 285

Trotter, Robert T., II; And Others
Tough Issues for Navajo Youth and Navajo Schools. Draft.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 4 Feb 92
NOTE- 51p.; Contains some broken type which may marginally affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Cultural Background; Dropouts; *High Risk Students; High Schools; High School Students; Parent Participation; Personal Narratives; Program Development; *Reservation American Indians; School Community Relationship; Student Alienation; Student Attitudes; *Substance Abuse
IDENTIFIERS- Bureau of Indian Affairs Schools; Culturally Relevant Curriculum; *Navajo (Nation); *Risk Taking

In 1990, the Native American Prevention Project of AIDS and Substance Abuse began to develop, implement, and evaluate culturally sensitive in-school prevention programs for Navajo youth and their families. This project paper combines ethnographic interviews and observations with baseline

ED 361 166 SE 052 701

Connect: UNESCO-UNEP Environmental Education Newsletter. 1991-1992.
PUB DATE- 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Programs; Buddhism; *College Curriculum; *College Students; Ecology; Economic Development; Elementary Secondary Education; Endangered Species; *Environmental Education; Foreign Countries; Higher Education; *Industrial Education; Models; Natural Resources; Newsletters; *Nonformal Education; Religious Cultural Groups; Taoism; Vocational Schools; Western Civilization
IDENTIFIERS- Association of Southeast Asian Nations; *Environmental Ethic; Hinduism; Judeo Christian Values; *UNESCO; Zen Buddhism

This document consists of the eight issues of the UNESCO-UNEP Environmental Education Newsletter published in 1991 and 1992. The lead article in the March 1991 issue, "From Awareness to Action via Nonformal Environmental Education," discusses the different methods to translate and transmit environmental education concepts to citizens in simple and understandable terms. Particularly targeted by this effort are women of the developing world. Methods cited include use of television and radio, popular theater, group discussions, and nature museums. The lead article in the June 1991 issue, "A Universal Environmental Ethic: The Ultimate Goal of Environmental Education," proposes that the development of an environmental ethic that asks individuals to think globally and act locally should draw from environmental cultures. The article discusses the development of environmental ethics in several religious cultures. The lead article in the September 1991 issue, "Environmental Education for University Students," discusses the development of courses that provide intensive environmental education and training for students in two special groups: (1) student scientists, technologists and other future experts dealing directly with environmental concerns; and (2) students of professions whose future work will have an influence and impact on environmental management. The lead article in the December 1991 issue, "Incorporating Environmental Education into Industrial Education," discusses an environmental education curriculum for Industrial Schools. The lead article in the September 1992 issue, "Environment or Development--A False Alternative?", discusses recent advocacy of sustainable development. Topics discussed include: (1) Models to illustrate that sustainable development is the intersection of social, economic and environmental goals; (2) principles for sustainable development supported by the International Chamber of Commerce; (3) sustainable development in the humid tropics; and (4) environmental education for women. The lead article in the December 1992 issue discusses Biodiversity, the necessity to protect endangered plant and animal species, and how to infuse biodiversity in the curriculum through environmental education. (MDH)

ED 361 167 SE 052 975

Earth's Mysterious Atmosphere: Atlas 1 Teacher's Guide with Activities.
SPONS. AGENCY- National Aeronautics and Space Administration,

ED 361 184 SE 053 588

Morais, Ana M.; Fontinhas, Fernanda
Students' Coding Orientation and School Socializing Context in Their Relation with Students' Scientific Achievement.
PUB DATE- Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Blacks; Concept Formation; Educational Research; Elementary School Science; Foreign Countries; Intermediate Grades; *Race; Racial Factors; *Science Education; *Sex Differences; *Social Class
IDENTIFIERS- *Orientation Inventory; Portugal (Lisbon)

The study described in this article is part of a broader research undertaking developed by the Project ESSA--Sociological Studies of the Classroom--whose main aim is to find pedagogic practices appropriate for all children. This study is mainly based on Bernstein's theory concerning the relation between social class and code and uses his concept of code as instrument of analysis. The study analyzed the relation between general coding orientation and school achievement of socially differentiated children (social class, race, gender). It also studied the influence of different modalities of school pedagogic practice on children's coding orientation (n=80, students ages 10-12 in Lisbon). The results show the higher the degree of coding orientation the higher the achievement. For all social classes, except the lower social class, achievement increases with the increase of coding orientation. For black students, coding orientation does not seem to have any influence on achievement. Coding orientation seems to have more influence on boys' achievement than on girls' achievement. (Contains 26 references and 8 figures.) (PR)

ED 361 185 SE 053 589

Wharton, David E.
A Struggle Worthy of Note: The Engineering and Technological Education of Black Americans.
PUB DATE- 92
NOTE- 154p.; Part of the series, Contributions in Afro-American and African Studies, No. 155.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Black Colleges; *Blacks; College Science; *Engineering Education; *Engineers; Higher Education; High Schools; Inventions; *Science Education; Science Education History; Scientists; Secondary School Science; *Technology Education; United States History
IDENTIFIERS- *Inventors

It is important to relate the biographies of black inventors and the evolution of engineering and technological education for blacks. This historical record is about people coming to grips with society's inadequacies and inequalities and moving beyond these to a participatory role in the nation's technological and engineering community. This book contains the following chapters: (1) "Inventors and Tinkers"; (2) "The Washington/Du Bois Debate"; (3) "Educational Opportunity and the Development

ED 361 206 SE 053 621

Smith, Michael J.
Using Curriculum Frameworks To Incorporate the History and Nature of Science and Technology into Earth Science Instruction.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 18, 1993). A curriculum document that accompanies this paper is available from Michael J. Smith, 4H01 Forbes Quad, University of Pittsburgh, Pittsburgh, PA 15260.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Earth Science; *Educational Theories; Epistemology; Geology; Models; *Science Curriculum; Science History; Science Instruction; Secondary Education; Secondary School Science
IDENTIFIERS- *Earth Core

This paper focuses upon the process of using curriculum and instructional frameworks to develop a curriculum unit in the earth sciences. The work stems from a graduate level seminar in science education which required participants to use a curriculum framework to design a unit of individualized science instruction. This research was guided by Duschl's thesis that the growth and development of scientific theories can guide decisions about what the most important content is. The paper focuses upon three issues: (1) the need for a thinking curriculum; (2) the rationale behind the curriculum and instructional frameworks; and (3) the rationale behind selecting content for the specific curriculum: the development of theories for the earth's interior structure. The proposed curriculum places the evaluation of six historical models of the earth's interior structure as the focal point of instruction. It includes individual, collaborative, and classroom activities centered around the evaluation and debate of the dynamic roles which evidence, technology, and aims of research have played in the development of scientific models. It offers opportunities for related laboratory and research work, classroom dialogue and presentation, and the individual and social construction of multiple models so as to foster conceptual change in learners and meaningful understanding of the goals and products of scientific endeavor. Contains 34 references. (Author/MDH)

ED 361 207 SE 053 623

Helgeson, Stanley L.; Kumar, David D.
Technological Applications in Science Assessment.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Kansas City, KS, April 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Technology; Elementary Secondary

ED 361 226 SE 053 762

Human Values and the Environment: Conference Proceedings
(Madison, Wisconsin, October 1-3, 1992). Report 140.
SPONS. AGENCY- Wisconsin Humanities Committee, Eau Claire.
PUB DATE- 92
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indian Culture; *Beliefs; Buddhism; Christianity; *Cultural Influences; *Environmental Education; Islamic Culture; Judaism; Models; *Moral Values; *Religious Cultural Groups
IDENTIFIERS- *Environmental Issues

The Human Values and the Environment Conference grew out of growing concern about the accelerating deterioration of global environmental quality and the danger of building of a value-free approach to how the environment should be managed. The conference's steering committee tailored the conference to consider some of humanity's religious and secular value systems in relation to environmental stewardship. Conference papers include: (1) "When the Dawn Comes Up Like Thunder: Looking Toward the Twenty-first Century" (Gretchen Schoff); (2) "Jewish Environmental Values: The Dynamic Tension Between Nature and Human Needs" (Saul Berman); (3) "At Home on the Earth: A Christian Ecological View of Human Beings" (Sallie McFague); (4) "Buddhist Views on the Environmental Crisis" (Robert Thurman); (5) "Taking Empirical Data Seriously: An Ecofeminist Philosophical Perspective" (Karen Warren); (6) "American Indian Philosophy and Perceptions of the Environment" (George Cornell); (7) "The Islamic View of the Environment" (Seyyed Hossein Nasr); (8) "The Road from Rio: A Christian Perspective" (Larry Rasmussen) (9) "On Generating Alternative Paradigms" (John Yoder); and (10) "Applying Environmental Values in the Home, Community, School, Workplace, and Political Arena" (Paul G. Hayes, Kathleen Falk, William Graham, and Mary Lou Munts).

ED 361 227 SE 053 776

Fortner, Rosanne W., Ed.; Mayer, Victor J., Ed.
The Great Lake Erie: A Reference Text for Educators and Communicators.
SPONS. AGENCY- George Gund Foundation, Cleveland, Ohio.
PUB DATE- 93
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business; Climate; *Ecology; *Environmental Education; *Geography; *Geology; Plants (Botany); Poisons; Resource Materials; *United States History; Water Pollution; Water Quality; *Water Resources; Weather
IDENTIFIERS- Coastal Management; Fishing Industry; Government Regulation; Great Lakes; *Lake Erie; Shipping Industry

This volume of 16 chapters by 15 contributing authors was conceived as a means of drawing together a body of basic information about the Great Lakes that is up to date, based on sound research, and interpreted by experts in the scientific,

ED 361 246 SO 022 910

Bol, Joyce H.
Freedom of Speech and the Role of Government: A Comparative Study - USA vs. Indonesia.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 91
NOTE- 22p.; Requirement curriculum unit for the 1991 Fulbright-Hays seminar in Indonesia.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Censorship; *Citizenship Education; Comparative Analysis; Cooperative Learning; Curriculum Development; Foreign Countries; *Freedom of Speech; Global Approach; *Government Role; High Schools; High School Seniors; Press Opinion; Secondary School Curriculum
IDENTIFIERS- Bill of Rights; Global Education; *Indonesia

This curriculum unit for high school government or civic classes was developed as a requirement of a Fulbright-Hays Fellowship seminar in Indonesia. It deals with aspects of political control that the government exercises over citizen rights. The unit compares the situation in the United States, where the Bill of Rights guarantees the freedom of speech and expression, with that in Indonesia. Indonesia is considered a developing nation that is making steady economic progress, but its political structure does not allow for much freedom of expression in the public domain. Government, especially the head of government, the president, exercises an important role over the social, economic, and political life of the Indonesian people. The focus of the unit asks: if the political and legal structure of a country does contain some mechanism like the First Amendment that is designed to protect the rights of the individual vis a vis the government, how pervasively can that government permeate the social and economic life of its citizens? The unit is very skill oriented, using the cooperative learning approach as much as possible. Learning objectives include: (1) analyze the First Amendment of the Bill of Rights; (2) analyze political cartoons; (3) analyze editorials; (4) analyze news articles; (5) hypothesize about social, political, and economic conditions in Indonesia; and (6) compare and contrast the different societies, the United States and the Republic of Indonesia. Procedures for using the unit are suggested. Handouts include U.S. political cartoons, an interview with an Indonesian newspaper editor, newspaper and magazine articles, and questions for students. (DK)

ED 361 247 SO 022 920

Guadagno, Mary Ann Noecker
Economic Status of Two-Parent Families with Employed Teens and Young Adults.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adolescents; Economic Research; *Economics; Economics Education; *Economic Status; Employed Parents; *Family (Sociological Unit); *Family Characteristics; Family Structure; Heads of Households; Higher Education; Secondary

ED 361 266   SO 023 279

Sorensen, Elaine
Gender and Racial Pay Gaps in the 1980s: Accounting for Different Trends. Final Report. Researching Women in the Workplace.
SPONS. AGENCY- Women's Bureau (DOL), Washington, DC. Office of Policy Analysis and Information.
PUB DATE- 30 Oct 91
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *Economic Research; Employment Practices; *Equal Opportunities (Jobs); Females; *Racial Discrimination; *Salary Wage Differentials; Sex; Sex Discrimination; *Sex Fairness; Social Science Research; Whites

Two contrasting trends concerning gender and racial wage levels for U.S. workers emerged in the 1980s. The first trend, which is gender-related, is that women made tremendous gains in their wages relative to those of men: in 1978 women earned 61 percent as much as men, while by 1990 that figure rose to 72 percent. Furthermore, these gains extended to both black and white women relative to men of the same race. By 1990, for example, black women working full-time earned 86 percent as much as men, up from 72 percent in 1978. The second trend, which is related to race, is that over the course of the 1980s the pay disparity between blacks and whites increased for both women and men. For example, black women's pay as a percentage of white women's pay increased from 85 to 93 percent between 1970 and 1981, but then fell to 87 percent in 1990. A similar pattern emerged during this period for black men relative to white men. The purpose of this research is to understand why these different trends emerged in the 1980s. The study's findings indicated that similar factors contributed to the narrowing of the gender gap for both black and white workers. During the 1980s, the education and work experience of both black and white women increased relative to men of the same race. Yet while this factor is part of the explanation, it is reported that overall it is not known why the wage gap declined between women and men with the same level of education and work experience, working in the same broadly defined occupation and industry. With regard to the contrasting trend, that black/white wage disparities increased in the 1980s. The research reveals that these gaps increased for different reasons for men and women. The single largest explanation for the increased earnings gap between black and white men is due to economic restructuring. For female workers, on the other hand, most of the increase in the black/white pay gap during the 1980s is unexplainable. (DB)

ED 361 267   SO 023 285

Resource Guide: Subject Matter Assessment of Prospective Music Teachers. Report of the California State University Workgroup on Assessment of Prospective Music Teachers (San Francisco, California, March 29-31, 1989).
PUB DATE- Oct 89
NOTE- 38p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus system-wide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. For related documents, see SO 023 286 and SO 023 290.

ED 361 286 SP 034 505

Boyce, B. Ann; And Others
The Case Study Approach for Pedagogists.
PUB DATE- Mar 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Washington, DC, March 24-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; Elementary Secondary Education; Higher Education; *Methods Courses; Physical Education; Preservice Teacher Education; Problem Solving; Questioning Techniques; Student Participation; *Student Role; Teacher Educators; *Teacher Role; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Case Method (Teaching Technique); *Facilitative Environments; Preservice Teachers

If pedagogical skills and knowledge are to become relevant to preservice teachers, students must develop their own process of active thought and become involved in their own learning. The question of how to bridge the gap between teaching theory and application can be facilitated by using a case study approach. This methodology is useful for the following reasons: (1) it bridges the gap between theory and practice; (2) it enables students to analyze problems and develop solutions for situations which will be encountered in the real world of teaching; (3) it aids students in recognizing that problems have more than one solution; and (4) it helps students to evaluate the feasibility of alternatives and to understand the ramifications of a particular course of action. The instuctor's role in the case study approach is to act as facilitator by asking questions, listening, and responding to students' answers. Methodological issues for teacher educators to consider are: how to introduce the case study approach; how to use the case study approach; appropriate physical settings; whether one is to call on students to answer the questions or whether one is going to ask for volunteers; the amount of time to be spent on specific aspects of the case; and indicators of success. Appendices provide a sample case along with an accompanying question outline. (LL)

ED 361 287 SP 034 517

Hatfield, Robert C.
Integrating the Study of Liberal Arts and Education.
PUB DATE- 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Educational Change; Elementary Secondary Education; Higher Education; *Integrated Curriculum; *Liberal Arts; Preservice Teacher Education; *Program Improvement; *Teacher Education Curriculum; Teacher Educators
IDENTIFIERS- *Knowledge Base for Teaching; Preservice Teachers

This paper presents a proposal for integrating liberal arts study within teacher education programs for the purpose of improving education through change in the education curriculum, the role of educators, the education of educators, the cooperation of

ED 361 305 SP 034 688

Yildirim, Ali
Teachers' Theoretical Orientations toward Teaching Thinking.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Elementary School Teachers; Elementary Secondary Education; Females; Males; Mathematics Teachers; Public Schools; Science Teachers; *Secondary School Teachers; *Skill Development; State Surveys; *Teacher Attitudes; *Thinking Skills
IDENTIFIERS- *Content Analysis System; English Teachers; New York; Social Studies Teachers

The literature on teaching thinking reflects a major controversy which results from two distinctive theoretical views about the nature of thinking. One focuses on content of thinking and the other emphasizes skills involved in thinking. However, an attempt to understand practitioners' perceptions of these theories is generally absent in the literature. The purpose of this study was to investigate teachers' theoretical orientations toward teaching thinking. A survey questionnaire was administered to New York State public school teachers (N=285). Results showed that less than one-fourth of the teachers presented a clear content or skill orientation. The majority of the sample had mixed views about the two theories, indicating that neither orientation was predominant among teachers. Participants presented significant differences in their orientations toward teaching thinking based on subject area and gender. A clear skill orientation was more likely to be found among mathematics, science, and general elementary teachers, while a clear content orientation was most common among English and language arts teachers; almost all social studies teachers presented a mixed orientation toward teaching thinking; female teachers were more likely to be skill oriented than male teachers. (Contains 25 references.) (Author/LL)

ED 361 306 SP 034 690

Vonk, J. H. C.
Mentoring Beginning Teachers: Development of a Knowledge Base for Mentors.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Elementary Secondary Education; *Faculty Development; Foreign Countries; Inservice Teacher Education; *Interprofessional Relationship; *Knowledge Level; *Mentors; Models; Teacher Supervision
IDENTIFIERS- Knowledge Base for Teaching; Netherlands

The mentoring model described in this paper assumes teachers to be self-directing professionals, and adopts the formalized

ED 361 323 SP 034 725

Batten, Margaret; And Others
Knowing How To Teach Well: Teachers Reflect on their Classroom Practice. ACER Research Monograph No. 44.
PUB DATE- 93
NOTE- 84p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Case Studies; Classroom Environment; Classroom Techniques; *Educational Practices; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; *Learning Strategies; Motivation Techniques; Profiles; Secondary School Teachers; *Self Evaluation (Individuals); Student Needs; *Teacher Effectiveness; Teacher Student Relationship; *Teaching Methods; *Teaching Skills
IDENTIFIERS- Australia; *Outstanding Teachers; Reflection Process

This monograph gives an account of three associated studies of the professional craft knowledge of teachers as articulated by 20 teachers in 4 secondary schools in Victoria, Queensland, and New South Wales, Australia. Participants were chosen on the basis of: (1) student identification of their best teachers and (2) equal representation from three curriculum areas--humanities, science/mathematics, and practical subjects. The teachers were observed for three lessons each, and asked to talk about aspects of the lesson that had pleased them, which involved reflection on why and how certain strategies were used. From these recorded interviews, an individual pedagogical profile was developed for each teacher. THe six chapters of the monograph are: (1) "The Context of the Project" (Margaret Batten); (2) "Students' Perceptions of Effective Teaching" (Margaret Batten); (3) "Exploration of Teachers' Professional Craft Knowledge: The Victorian Study" (Margaret Batten); (4) "Exploration of Teachers' Professional Craft Knowledge: The Queensland Study" (Perc Marland); (5) "Exploration of Teachers' Professional Craft Knowledge: The New South Wales Study" (Mon Khamis); and (6) "Summary and Conclusions" (Margaret Batten and Perc Marland). Appendices provide: (1) a pedagogical profile from the Victorian study and (2) diagrammatic representations of two teachers' concepts of teaching effectiveness from the Queensland study. (Contains approximately 85 references.) (LL)

ED 361 324 SP 034 726

Urzillo, Robert; And Others
Inter-State Collaboration in the Era of "A New Compact for Learning."
PUB DATE- 93
NOTE- 12p.; Paper presented at the Spring Conference of the New York State Association of Teacher Education (Syracuse, NY, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *College School Cooperation; *Educational Innovation; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Interstate Programs; *Rural Schools; *Schools of Education; State Departments of

ED 361 343 TM 020 270

Background on the National Education Goals Panel.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Advisory Committees; *Annual Reports; Educational Change; Educational History; *Educational Objectives; Educational Planning; Elementary Secondary Education; Program Development
IDENTIFIERS- *Education Summit 1989 (NGA); National Assessment of Educational Progress; National Council on Educ Standards and Testing; National Education Goals 1990; *National Education Goals Panel; Progress Reporting

The history and accomplishments of the National Education Goals Panel (NEGP) are traced from the Education Summit in Charlottesville (Virginia) in 1989 when President Bush and 50 state governors agreed to set education goals for the nation. The goals were announced in February 1990, and the NEGP was formed in July 1990 to issue annual reports on the progress of the nation and the states toward these goals. The work of Resource Groups, regional forums, and Technical Planning Subgroups culminated in the first annual Goals Report in September 1991. The report of the National Council on Education Standards and Testing in January 1992 further defined the standard setting responsibilities of the NEGP. In the same month, the NEGP adopted a resolution on the future role of the National Assessment of Educational Progress and the release of its results in conjunction with the annual Goals Report. In March 1992, resolutions were passed by the NEGP in support of measurement of progress toward Goals 1 and 2. The 1992 Goals Report was issued in September 1992. The next steps for the NEGP are outlined, as it continues to help develop national assessment systems. (SLD)

ED 361 344 TM 020 279

Jurs, Stephen; And Others
Using Linear Regression To Determine the Number of Factors To Retain in Factor Analysis and the Number of Issues To Retain in Delphi Studies and Other Surveys.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delphi Technique; Equations (Mathematics); *Factor Analysis; Graphs; *Mathematical Models; *Regression (Statistics); Research Methodology; *Surveys
IDENTIFIERS- Eigenvalues; *Multiple Linear Regression; *Scree Test

The scree test and its linear regression technique are reviewed, and results of its use in factor analysis and Delphi data sets are described. The scree test was originally a visual approach for making judgments about eigenvalues, which considered the relationships of the eigenvalues to one another as well as their actual values. The graph that is plotted resembles a mountainside where a base pile of rubble, or scree, is formed.

ED 361 362 TM 020 429

Pierce, Gloria
The Centrality of Critical Thinking in Educating for Diversity.
PUB DATE- Aug 93
NOTE- 15p.; Paper presented at the Annual International Conference on Critical Thinking and Educational Reform (13th, Sonoma, CA, August 1-4, 1993) and at the Annual Conference on Critical Thinking as an Educational Ideal (5th, Montclair, NJ, October 22, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; Adult Education; *Critical Thinking; Cultural Awareness; Cultural Differences; *Cultural Pluralism; *Educational Practices; Elementary Secondary Education; Futures (of Society); Higher Education; Interpersonal Competence; Models; *Multicultural Education; Racial Differences; Self Concept; *Teacher Role; Teaching Methods; *Vocational Education
IDENTIFIERS- Cultural Competence

The cultural crisis in the United States poses a challenge for educators to educate for diversity. According to T. Cross (1988), there are six stages of cultural competence that allow effective cross-cultural functioning. Educators must encourage the movement from the first stage of seeking to destroy another culture to the final advanced cultural competence that values differences throughout society. The most common educational approaches to diversity education correspond roughly to the stages of cultural competence. A deficit/assimilation approach attempts to alter those presumed to be deficient due to differences. The multicultural perspective represents more advanced steps on the continuum of precompetence and basic cultural competence, and the empowerment/anti-bias approach uses the forms and processes of education to reconstruct rather than reproduce relationships of domination. The following implications for educational practice are highlighted: (1) aligning process and practice with purpose; (2) modeling critical thinking; (3) encouraging dialog and exploration of alternatives; (4) discovering self and others; (5) challenging assumptions and beliefs through critical discourse and self-reflection; and (6) building skills and knowledge. Workplace education has a central role in educating for diversity, which is the most pivotal and crucial undertaking of the educational system. (SLD)

ED 361 363 TM 020 442

Haney, Walter M.; And Others
The Fractured Marketplace for Standardized Testing. Evaluation in Education and Human Services.
PUB DATE- 93
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; *Cost Estimates; Elementary Secondary Education; Higher Education; *Marketing; *Social Influences; *Standardized Tests; Test Coaching; *Test Construction; Testing Problems; Test Results; Test Use
IDENTIFIERS- Market Profiles; *Testing Industry; Test Publishers

Although standardized testing is increasingly prominent in the

ED 361 381 TM 020 478

Chauvin, Sheila W.; Ellett, Chad D.
Principal Change Facilitator Style: An Empirical Examination of Construct Validity Using the Results of Large-Scale Factor Analyses.
PUB DATE- Apr 93
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For related documents, see TM 020 476-477.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Change Agents; *Construct Validity; Educational Change; Educational Planning; *Elementary School Teachers; Elementary Secondary Education; Factor Analysis; Factor Structure; Instructional Leadership; *Leadership Styles; Likert Scales; Mail Surveys; *Principals; Questionnaires; *Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- *Change Facilitator Style Questionnaire; Facilitators; Louisiana; Teacher Surveys

Results of a study designed to explore the construct validity of the Change Facilitator Style Questionnaire (CFSQ) as a measure of the aspect of a principal's leadership style that includes leader behavior and combinations of behavior influenced by such things as belief systems, and knowledge and attitudes about leadership. The sample consisted of all teachers in 94 schools in 6 districts in Louisiana. Usable data were received from 1,921 teachers from elementary schools and secondary schools during the spring of 1992. Factor analyses of the responses fail to confirm the six biploar subscales of the CFSQ or the three dimensions of the principal change facilitator style construct as previously described in the literature. The CFSQ appears to measure reliably a unidimensional construct of change facilitator style termed proactive/strategic leadership. As a unidimensional construct measure, the CFSQ demonstrates reasonable construct validity and high reliability. Implications for understanding planned organizational change in schools are discussed. Three tables present study data. (Contains 65 references.) (SLD)

ED 361 382 TM 020 481

Saylor, Kim; Overton, June
Kentucky Writing and Math Portfolios.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at a National Conference on Creating the Quality School (March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Innovation; Educational Technology; Elementary Secondary Education; *Mathematics Achievement; *Portfolios (Background Materials); Scoring; State Programs; *Student Evaluation; Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990; *Performance Based Evaluation

Teachers in Kentucky are using portfolios to determine strengths and weaknesses of individual students. Consequently,

programs and services, university learning and social environment, university mission and values, educational preparation, transfer intent, general satisfaction, attitudes toward coursework, and student demographic information. Efforts at DePaul University (Illinois) in meeting student expectations of the educational experience are discussed including: (1) the methodology for successfully conducting student satisfaction surveys, (2) the implications of these surveys for institutional research, and (3) the strategies for maximizing the use of student satisfaction data. Specific topics discussed include DePaul University's experiences and efforts in survey development, sample selection, survey preparation and mailing, and data processing. Areas for continued improvement in conducting and utilizing these types of surveys are also examined. (Contains five references.) (GLR)

ED 360 939 HE 026 678

Chan, Susy; Burton, John
Faculty Vitality in the Comprehensive University: Changing Context and Concerns. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 25p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Environment; *Faculty College Relationship; Faculty Promotion; Faculty Workload; Higher Education; Longitudinal Studies; Models; *Productivity; Quality of Working Life; Research Universities; *Teacher Morale; Tenure
IDENTIFIERS- *AIR Forum; *DePaul University IL

Central to the debates surrounding accountability, cost containment, and effectiveness in higher education are issues concerning faculty vitality and productivity. This paper proposes that the nature of faculty vitality and the interactions between individual and institutional vitality are different for comprehensive universities, particularly during a time of changing environment and institutional conditions. It first reviews various conceptual models on faculty vitality. Then, drawing from a longitudinal case study of faculty vitality issues at DePaul University (Illinois), the paper discusses how these findings relate to the existing models and the implications for comprehensive universities. Data are presented from 580 faculty respondents to 2 surveys, one conducted in 1986 and the other in 1992, revealing trends in faculty satisfaction and morale; their understanding and support of the school's mission and identity; and their attitudes regarding compensation, workload, and development. The paper concludes with some thoughts for constructing a faculty vitality model in comprehensive universities. Contains 13 references. (GLR)

ED 360 940 HE 026 679

Molnar, David
The Impact of Mission Effectiveness on Student Retention. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 24p.; Paper presented at the Annual Forum of the

Trawick, Theresa C.; And Others
Collection Management: Electronically-Delivered Information.
PUB DATE- Oct 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Libraries; Computer Networks; Cost Effectiveness; Depository Libraries; *Electronic Publishing; Evaluation Criteria; Higher Education; *Information Networks; Information Retrieval; Library Automation; *Library Collection Development; Library Material Selection; Library Services; Online Searching; *Optical Data Disks; *Telecommunications
IDENTIFIERS- Internet; *Troy State University AL

Issues in the management of library collections of electronically delivered information are discussed, focusing on the library at Troy State University (Alabama). Because of the library's selective depository status, expensive compact disk-read only memory (CD-ROM) products are received, which the library could not normally afford. At the Troy State library, English is the primary language, with some foreign language resources included. The library has chosen to purchase products that allow cost-effective delivery within collection criteria, rather than emphasizing replacement of paper indexes with electronic indexes just for the sake of change. The following are four major criteria in choosing electronic products: (1) majority decision of the collection management committee or approval by the Dean; (2) interdisciplinary and broad-based focus; (3) potential for full-text delivery; and (4) heavier weight given to documents with potential for delivery by the Internet. Additional criteria include ease of use, including search capacities, and reviews in professional publications. Once purchased, products are subject to on-going assessment. When a strong base of electronic products is in place, the university must work to allow for replacement of obsolete materials. (SLD)

ED 360 958 IR 054 632

Barker, Bruce O.; Harris, Bruce R.
Establishing and Using an Electronic Classroom: The Western Illinois University Experience.
PUB DATE- Apr 93
NOTE- 10p.; Paper presented at the Regional "Teaching with Technology" Conference (Moline, IL, April 23-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; *Cost Effectiveness; *Distance Education; Educational Media; *Educational Technology; *Electronic Classrooms; Electronic Equipment; Futures (of Society); Higher Education; Intercollegiate Cooperation; Program Implementation; Teaching Methods; *Technological Advancement
IDENTIFIERS- *Western Illinois University

Western Illinois University, the sixth largest university in the state, opened the GTE Electronic Classroom for use by faculty and students in January 1993. The classroom is a state-of-the-art visual presentation and electronic interaction facility that promotes the use of advanced technologies for large image video projection and discussion. Seats are arranged theater-style, and the instructor controls the sequence and through the Internet, are compared and evaluated from the user-oriented perspective. A common, systematic framework was used for the scientific observation of the OPAC system's functional capabilities and interface characteristics. Particular emphasis was given to the mode of interaction and user assistance provided. The observations were made over about a 2-week period in 1992. Interface design alternatives were identified and analyzed qualitatively. The 17 OPACs studied used only 6 different software packages, but provided very different interfaces for the same software, as well as a variety of interaction modes. Suggestions are given for the future development of the OhioLINK system to increase ease of use. Appendixes provide examples of output formats and help screens. (Contains 17 references.) (SLD)

ED 360 979 IR 054 661

Jones, Diane Zuro
A History of Coshocton Public Library, 1872-1992: A Public Library/Museum Partnership.
PUB DATE- May 93
NOTE- 40p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Historical Materials (060)
DESCRIPTORS- History; Institutional Characteristics; *Institutional Cooperation; *Library Development; Library Facilities; Library Role; *Museums; *Public Libraries; School Libraries
IDENTIFIERS- *Coshocton Public Library OH; *Ohio (Coshocton)

The history of the Coshocton Public Library (Ohio) is traced from 1872 through 1992, highlighting its connection with the Johnson-Humrickhouse Museum. In response to a newspaper editorial, citizens of Coshocton formed the Coshocton Library Association in 1872. The library evolved through the years as a free school library, a municipal library, a school district library, and a county district library. During this evolution, the Coshocton Library Board of Trustees supported the educational and recreational literary pursuits of the county's citizens through times of economic security as well as instability. The acceptance of the establishment and operation of the Johnson-Humrickhouse Museum in 1929 began the development of a unique library/museum partnership, one of only six currently operating in Ohio. (Contains 23 references.) (Author/SLD)

ED 360 980 IR 054 663

Cooper, C. Crys
A Qualitative Study of Novice Users of FIRSTSEARCH on the IBM.
PUB DATE- May 93
NOTE- 43p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Access to Information; College Freshmen; Databases; Gateway Systems; Higher Education; *Man Machine Systems; Microcomputers; *Online Searching; Protocol Analysis; Qualitative Research; Questionnaires; *Search Strategies; Tables (Data); *User Needs (Information); Users (Information); Use Studies
IDENTIFIERS- *FirstSearch; Interface Devices; OCLC; Ohio University

The experiences of novice users (freshman students at Ohio

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; *Archives; Audiotape Recordings; Books; Evaluation Methods; Higher Education; Librarians; Library Collection Development; *Library Collections; *Library Materials; Library Technicians; *Maintenance; Microforms; Photographs; *Preservation; Program Development; Records Management; Research Libraries; Resource Materials
IDENTIFIERS- Book Restoration; *Library Materials Conservation

This resource guide provides information about the range of activities that can be implemented to maintain and improve the condition of research collections to ensure that they remain usable as long as possible. After an introduction that describes the major activities and a review of an investigation process that gives an overview of good practice, the following articles are presented: (1) "Handling Books in General Collections" (Library of Congress); (2) "Care and Handling of Library Materials" (John DePew); (3) "Preservation Guidelines for Processing Staff" (University of Texas at Austin); (4) "Preservation Guidelines for Circulation and Stack Maintenance Personnel" (University of Texas at Austin); (5) "General Preservation: What an Institution Can Do To Survey Its Own Preservation Needs" (Karen Motylewski); (6) "Storage and Handling: Choosing Archival-Quality Enclosures for Books and Paper" (Karen Motylewski); (7) "Storage and Handling: Cleaning Books and Shelves" (Northeast Document Conservation Center); (8) "Preservation" (Ann Swartzell); (9) "Guidelines for Using Vacuum Cleaners" (National Archives and Records Administration); (10) "Collection Management" (American Library Association); (11) "Reformatting: Microfilm and Microfiche" (Northeast Document Conservation Center); (12) "Archives and Manuscripts: Conservation" (Mary L. Rizenthaler); (13) "Basic Conservation of Archival Materials: A Guide" (Canadian Council of Archives); (14) "Care, Handling, and Storage of Photographs" (International Federation of Library Associations and Institutions); (15) "Storage and Handling: Storage Enclosures for Photographic Materials" (Northeast Document Conservation Center); and (16) "The Care and Handling of Recorded Sound Materials" (Giles St-Laurent). A bibliography lists 19 selected readings for further study. (SLD)

ED 360 999 IR 054 691

Brooks, Constance
Disaster Preparedness.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Feb 93
NOTE- 197p.; "One of seven in a series of Preservation Planning Program (PPP) resource guides" (Jutta Reed-Scott, Series Editor), see IR 054 689-695.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Archives; *Emergency Programs; Higher Education; Institutional Role; Librarians; Libraries;

tables and graphs describing student characteristics, enrollment distribution, and applicants for the winter and spring quarters 1993. Following a summary comparison of enrollments in 1992 and 1993, data are provided on full-time equivalency (FTE) and headcount enrollments from 1979-80 through 1992-93. Student characteristics are detailed with respect to day/evening status, gender, full-/part-time status, ethnic background, age, and age group by credit hours. Information is then presented on the market share of FTE enrollments by division from 1989 to 1993 and student load by division. Finally, data are presented for each quarter on applicants and registrants, including analyses by student academic interests; comparisons of the percentage of applicants who actually registered; analyses by gender and division; and analyses by entrance category (i.e., high school graduates, out of high school for less than 1 year, out of high school for more than 1 year, returning former students, and transient/transfer students) and division; and analyses of race and gender by entrance category. For each section, a brief summary of trends is included. (BCY)

ED 361 017 JC 930 391

Five Year Strategic Plan, 1993-1997, Lakeland Community College.
PUB DATE- 93
NOTE- 31p.; For a related document "A Blueprint for Excellence: Lakeland Community College," see ED 357 780.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Ancillary School Services; Budgets; *College Planning; Community Colleges; *Educational Finance; Environmental Scanning; Faculty Development; Fund Raising; Institutional Research; Instructional Improvement; *Long Range Planning; *Mission Statements; *Organizational Objectives; Program Development; School Business Relationship; *School Community Relationship; Strategic Planning; Two Year Colleges
IDENTIFIERS- Lakeland Community College OH

In 1990, the newly formed Planning Advisory Committee at Lakewood Community College (LCC) in Mentor, Ohio, developed the college's first 5-year strategic plan with input from across the campus. This plan for 1993-97 updates the original 1990-95 plan and is designed to assist in the development of annual goals and objectives. Following an introduction, the report describes the strategic planning process at LCC, which involves the development of a blueprint for excellence to communicate priorities and plans to the community, the completion of an environmental scan, and establishment of institutional and departmental annual goals. Next, the report details LCC's accomplishments resulting from the 1990-1995 strategic plan, describing achievements in the areas of program development, professional development, student support services, and increased business and industry outreach. The report then describes an environmental scan conducted of external and internal factors in December 1992 and discusses LCC's financial needs and fundraising efforts. Finally, the report details planned activities and goals for 1993-97 with respect to the following strategic priorities: (1) sustain and strengthen academic quality; (2) keep career training up to date; (3) provide access with a focus on success; (4) protect the taxpayers' investment in LCC; (5) guarantee fiscal stability and accountable performance; and (6) increase interaction with community and governmental organizations. An appendix reviews

Student Characteristics; Teacher Characteristics; Two Year
Colleges; Vocational Education
IDENTIFIERS- *North Carolina Community College System

This five-part report offers background information and current data on the programs, finances, facilities, students, and personnel of the North Carolina Community College System (NCCCS). Section I presents an overview of the system, including general information on the NCCCS's mission, history, programs, governance, funding, the NCCC Foundation, service area assignments, statewide plan, and the planning process. This section also contains a map and organizational chart. Section II provides program briefs covering the following: technical/vocational curriculum programs; academic curriculum programs and accrediting agencies of curriculum programs; basic skills; occupational extension; community service; human resource development; Educational Network (EDNET); professional development; New and Expanding Industry Program; focused industrial training centers; small business center network; in-plant job training; Job Training Partnership Act; Carl Perkins Act; correctional education; proprietary schools licensure; and fire training. Section III examines finances, facilities, and equipment, including a budget overview and information on the disposition and source of funds, regular program costs by purpose, state-level expenditures, and average cost per full-time equivalent (FTE) student by institution. Section IV provides data on students, including information on enrollment by program area, sex, race, residency status, and employment status; student completions; and average annual FTE by program area and by credit hour load. The final section provides data on faculty and staff, including 1992-93 system totals by position category, race, sex, years of service, educational level, and months of employment. A bibliography and glossary are appended. (PAA)

ED 361 035 JC 930 414

College Staff Information Reports and Average Salary Studies, 1992-93.
PUB DATE- 26 Feb 93
NOTE- 200p.; Salary data for personnel at specific colleges (i.e., Tables 1A, 2A, 3A, and 4A) are not included in this copy.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; Community Colleges; *Salaries; *School Personnel; State Surveys; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

Focusing on full-time staff employed for 9 months or more during the 1992-93 fiscal year at an institution in the North Carolina Community College System, this report provides data tables showing staffing levels and salaries for the system as a whole and each institution. The report begins by describing each table and the coding system used to group staff by their area of responsibility. The tables in the report offer information on: (1) systemwide average salary data by area of responsibility, including numbers of employees in each category and state averages; (2) number of staff by ranges of total monthly salary; (3) number of staff and the average monthly salary by source of funds; (4) average salary of full-time curriculum faculty by area of instruction; (5) average salary of full-time faculty by length of appointment; (6) salary information by area of responsibility; (7) rankings by college of average annual state salary and average annual total salary;

*Two Year College Students
IDENTIFIERS- *Allegany Community College MD

In an effort to develop early intervention strategies to increase student persistence, a study was conducted at Allegany Community College (ACC) in Cumberland, Maryland, of the common characteristics of withdrawing students. Student records were examined for the 84 students (out of a total of 2,999 enrolled) who withdrew in the first 3 weeks of fall 1992, and the 88 students (out of a total of 2,810) who withdrew in the first 3 weeks of spring 1993. A profile of all 172 withdrawing students included the following information: 62% were single; 97% were white; 66% were female; 72% were of non-traditional college age; 74% were unemployed; 63% attended college on a part-time basis; 46% had attended ACC the previous semester; 65% did not require developmental coursework; and 52% were from "non-degree" and general studies career interest areas. Based on this profile combined with a review of the literature suggesting that greater involvement in campus activities, closer affiliation with faculty members, and on-campus employment were associated with increased student retention, the following intervention strategies were proposed: (1) establish a women's center to provide support to non-traditional, female students; (2) conduct a freshman seminar to promote supportive relationships among students and student-faculty interaction; (3) create college funded work-study for on-campus employment; (4) establish a faculty development program; (5) create additional student organizations; and (6) establish a freshman orientation program. (Contains 13 references.) (PAA)

ED 361 052 JC 930 439

Abood, Nancy V.; And Others
Community College of Rhode Island. Annual Report, 1992-93.
PUB DATE- 93
NOTE- 38p.; For the 1990-91 report, see ED 340 417. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; *College Faculty; College Graduates; College Transfer Students; Community Colleges; Educational Finance; *Enrollment; Program Descriptions; *School Statistics; *Student Characteristics; Student Financial Aid; Tables (Data); Tuition; Two Year Colleges
IDENTIFIERS- *Community College of Rhode Island

This annual report on the students, programs, faculty and staff, and finances of the Community College of Rhode Island (CCRI) includes both a narrative highlighting major changes and accomplishments and a statistical presentation. The narrative provides a message from the President and discusses 1992-93 enrollments; degrees offered; cooperative education; CCRI's tech prep associate degree program; programs for business; transfer programs; the honors program; minority affairs; community service programs; grant programs; faculty and staff; athletics; and facility use. This portion is liberally illustrated with black and white photographs. The statistical presentation then provides the following data: (1) student characteristics, including gender, age, ethnicity, and residency status from 1988-89 through 1992-93; (2) fall enrollment from 1976 to 1992; (3) responses to a survey of incoming students conducted in summer and fall 1992; (4) full-time and part-time student enrollment data for 1988-89 through

Religious Factors; School Choice; Second Language Instruction
IDENTIFIERS- *Malaysia

In multilingual nations, young children learn early about the social and educational importance that adults attribute to different languages. In Malaysia, parents express their values about languages by choosing specific kindergartens. Preschools' language values are reflected in the amount of time devoted and the seriousness of approach to each language, and in teachers' language proficiency. A study explored the environmental contexts of learning values about language in multilingual Malaysian kindergartens. Observational data were collected on five kindergartens. Four of the schools were suburban, most had multiethnic student populations, and each had a different balance of language instruction. Observations focused on the proportion of time each language was used; languages used by children and staff outside of formal instruction; visual classroom materials; and methods of language instruction. At one school, each language was learned by integration, in its own style, by adults who were reasonably confident speakers. At the second school, English was integrated with most of the day's activities, while Bahasa Malaysia was learned in translation. At the third school, both English and Bahasa Malaysia were learned by substitution, more as an academic requirement than as a means of communication. At the final two (predominantly Malay) preschools, the main language was also the language of the home. Descriptions of education and language policies in Malaysia and of each school and its language values are included. (AC)

ED 361 070 PS 021 574

Van Brunschot, Michelle; And Others
Ecological Contributions to Gender Differences in Intimacy among Peers.
PUB DATE- Mar 93
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Children; Elementary Education; Elementary School Students; Foreign Countries; *Friendship; Group Activities; Group Dynamics; *Intimacy; *Peer Relationship; Playground Activities; *Sex Differences; Social Development

Children's relationships with their peers become more intimate as they grow older, with girls tending to experience intimacy in their friendships at an earlier age than their male counterparts. The size, friendship composition, and activity of elementary school children's play groups were recorded in an attempt to identify probable environmental causes of gender differences in the development of intimacy among peers. The study sample consisted of 25 children (18 girls) between the ages of 6 and 7, 23 children (11 girls) between 8 and 9, and 38 children (15 girls) between 10 and 11. The children were observed during recess for 4 months. Study findings included the following: (1) boys played in larger groups than girls; (2) fifth grade girls' tendency to play in groups of four or more suggests that group size is not a likely explanation for gender differences in intimacy; (3) boys engaged in competitive play and girls in socializing activity with increasing age, suggesting that intimacy development may be linked to activity;

learning; (8) sanctions; (9) teacher training and staff development; and (10) regional policy. (MM)

ED 361 090 PS 021 631

Marx, Fern
National School-Age Child Care Alliance (NSACCA): National Survey Results. Draft Report.
PUB DATE- Apr 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Certification; *Child Caregivers; Definitions; Educational Attainment; Elementary Education; *Employee Attitudes; Inservice Education; Job Satisfaction; National Surveys; Professional Training; *School Age Day Care; *Staff Development; Tables (Data)

Presenting preliminary results of a National School-Age Child Care Alliance study of child care providers, this report is an initial analysis of 250 out of 427 questionnaires received as of April, 1993, representing practitioners in 40 states and 180 cities. Tables present data from responses to 16 items on the questionnaire soliciting information on respondent characteristics, training, and attitudes regarding the school-age child care (SACC) field. Data presented include the following: (1) 51% of the respondents thought that the definition of SACC should be expanded to include summer camp, 37% thought it should be applied to 13- to 15-year-old children, and 29% thought it should include recreation and sports; (2) 79% of respondents were in favor of professional certification for SACC providers; (3) the average length of respondents' employment in the SACC field was 7.2 years; (4) the most common title of respondents was director; (5) respondents' most common areas of preparation were early childhood education and elementary teacher education, and 54% of respondents had obtained a bachelor's degree and 28% a master's degree; (6) concerning training options, 35% of respondents found workshops, seminars, and institutes to be most helpful, 32% found inservice training most helpful, and 22% favored conferences; and (7) 89% of respondents planned to continue working in SACC, while those who were not planning to continue cited demanding work and poor pay among their reasons for leaving. (BCY)

ED 361 091 PS 021 632

Singer, Janice
Reasoning about Density: The Influence of Two Processes.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adults; Age Differences; *Cognitive Ability; *Cognitive Development; Elementary Education; *Elementary School Students; Thinking Skills; Visual Perception
IDENTIFIERS- Numerosity Discrimination; *Proportional Reasoning

This paper presents three experiments examining competence in the domain of proportional reasoning in several age groups (adult, many disadvantaged students falling further behind as the years progress. Without an agreed-upon core of knowledge at each grade level, the American system is also unfair to the large number of students, both advantaged and disadvantaged, who transfer from one school district to another each year. The Core Knowledge Foundation has developed a "Core Knowledge Sequence for Grades 1-6" to address these deficiencies in the American system. Those few schools that are well along in implementing Core Knowledge are reporting improved test scores and attendance. (MDM)

ED 361 111 PS 021 708

Stein, Alan R.; Haggard, Molly
Parent Services Project Evaluation: Final Report of Findings.
SPONS. AGENCY- Marin Community Foundation, San Rafael, CA.; San Francisco Foundation, Calif.
PUB DATE- Dec 88
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Comparative Analysis; Family Health; *Family Programs; Intervention; Longitudinal Studies; *Parent Counseling; *Program Effectiveness; Program Evaluation; *Social Support Groups; *Stress Variables
IDENTIFIERS- *Parent Services Project CA

The Parent Services Project (PSP) is a family resource program which provides supportive activities for highly stressed and socially isolated parents based on the "social support as a stress-buffer" model of primary prevention. A PSP evaluation followed parents as they went through the PSP program and compared them with a matched control sample of low-income parents from other state-funded child care centers. Questionnaires about life events and stress, social support, and psychological symptoms were administered to parents when their children first entered PSP child care centers, again in 15 months, and finally 15 months later when most children had graduated from the centers. Evaluation findings included the following: (1) at the study's beginning, both the PSP and control groups were highly stressed, socially isolated, and, therefore, at high risk for the development of psychological symptoms; (2) by the second interview, PSP parents had decreased slightly in support and significantly in stress and psychological symptoms, while the control group had decreased greatly in support and only slightly in stress and symptoms; (3) at the final interview, PSP parents had stabilized, demonstrating very slight reductions in stress, support, and symptoms, while the control parents decreased dramatically in support, increased in stress, and increased significantly in symptoms; and (4) cultural variations in stress and social support influenced symptom development within the PSP sample. (AC)

ED 361 112 PS 021 717

Child Care in New Jersey: The 1992 Annual Report and SFY 1994 Priorities. A Report to the Legislature.
SPONS. AGENCY- New Jersey State Dept. of Human Services, Trenton.
PUB DATE- Jun 93
NOTE- 52p.; For the 1988 and 1989 reports, see ED 317 303-304; for the 1990 report, see ED 333 986; and for the 1991 report, see ED 346 969.
LANGUAGE- English

migrant student. The manual provides numerous examples of completed forms for recording credit data and test data, along with deadlines for completing the information. Directions are given for recording previous years' coursework, fall semester coursework, spring schedules, and recommended courses. It explains ways that credit can be awarded through semester averaging or consolidation of partial credits. Tables of data provide termination codes, Texas graduation requirements, current curriculum requirements for grades 7-8, and procedures for weighing and averaging transfer grades. Texas course lists for grades 7-12 are given alphabetically and by subject. Additional information includes examples of valid secondary credit entries, procedures for withdrawing students, and an example of a student report of the Texas Assessment of Academic Skills. (KS)

ED 361 130 RC 019 039

Secondary Credit Accrual and Exchange Training Module: District Staff Component Guide. Migrant Education Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 91
NOTE- 192p.; For the parent component guide, see RC 019 040.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Credits; *Educational Policy; Legislation; *Migrant Education; Migrant Problems; *Migrant Programs; Nontraditional Education; *Professional Training; Secondary Education; Services; *Staff Development
IDENTIFIERS- *Credit Accrual; Migrant Student Record Transfer System; *Texas

This training guide defines mandated areas of staff development for Texas educators of migrant students with regard to secondary credit exchange and accrual. The goal is to improve the graduation rate of migrant students in Texas. Principals, counselors, registrars, and teachers have specific roles and responsibilities to migrant students. Twelve chapters cover the following information: (1) an overview of the Texas Migrant Education Program including needs assessment data and related objectives and evaluation procedures; (2) state and federal laws affecting migrant students; (3) the importance of staff sensitivity and understanding to the mobile life of migrant students and their families; (4) late entry/early withdrawal policies; (5) the importance of coordinating instructional programs, including brief descriptions of instructional programs available in Texas; (6) the purpose and operation of the Migrant Student Record Transfer System (MSRTS); (7) alternative means of credit accrual other than those provided by the regular education program; (8) district services available to parents; (9) responsibilities of summer school staff; (10) support services available to migrant students; and (11) services available to local education agencies. (LP)

ED 361 131 RC 019 040

Secondary Credit Accrual and Exchange Training Module: Parent Component Guide. Migrant Education Program.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 91
NOTE- 133p.; For the district staff component guide, see RC 019

quantitative data collection. A baseline survey of 174 9th- and 10th-grade students demonstrated a significant number of indicators that put students at risk of dropping out, including poverty, early sexual relations and unplanned pregnancies, physically and socially risky behaviors, and drug and alcohol abuse. At least five primary Navajo cultural themes must be accommodated in designing outreach and in-school programs that are relevant to at-risk Navajo youth: (1) individual autonomy; (2) experiential learning; (3) proper public behavior, including the need for public recognition of expertise prior to speaking on a subject; (4) family, including the extended family and other kinsmen, and (5) respect for elders and those with authority. The research suggests that prevention curriculum should emphasize culturally relevant practices that promote youth self-efficacy and involve the family and community. This paper contains numerous personal narratives from Native American youth interviewed. (KS)

ED 361 149 RC 019 286

Stapleton-Otway, Gemma, Comp.
Arts and Humanities Programs in Rural America. Rural Information Center Publication Series, No. 8.
PUB DATE- Dec 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; *Cultural Activities; *Cultural Education; Databases; Financial Support; *Humanities; Library Collections; *Organizations (Groups); Program Descriptions; *Resource Materials; *Rural Areas; Rural Education

This directory contains resource materials and listings of organizations, funding resources, and databases pertaining to cultural programs in rural American communities. A 67-item bibliography includes books, journals, and newspaper articles covering arts and crafts, humanities, music, festivals, theater, historic preservation, economic development, and funding for arts and humanities. Each entry contains title, author, publication date, publisher, periodical, a brief annotation, and, when appropriate, the National Agricultural Library call number. Also included are a listing of five regularly published journals and six audiovisuals concerning rural culture and the implementation of arts and humanities programs. Alternative information resources (state organizations, regional organizations, service organizations, and bibliographic databases) are also listed. Electronic mail access for interlibrary loan requests from the National Agricultural Library is explained. (LP)

ED 361 150 RC 019 287

John, Patricia La Caille
Information Access in Rural America: January 1979 - September 1991. Quick Bibliography Series: QB 92-18.
PUB DATE- Jan 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Information; *Information Dissemination; Information Needs; *Information Services; Libraries; Library Catalogs; *Library Collections; *Library Services; Resource

Washington, D.C.
PUB DATE- 91
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Pollution; *Class Activities; Environmental Education; Experiential Learning; Global Warming; Greenhouse Effect; Intermediate Grades; Junior High Schools; *Learning Activities; Middle Schools; Parent Participation; *Science Activities; Science Education; Teaching Guides
IDENTIFIERS- *Atmospheres

This atmospheric studies teacher's guide for use with middle school students blends lessons in chemistry, physics, and the life, earth, and space sciences in an attempt to accomplish the following: to nurture students' natural curiosity and excitement about science, mathematics, and technology; to encourage career exploration in science, mathematics, and technology; to foster critical and problem-solving skills; and to demystify science and demonstrate its relationship to other fields of study. The guide is divided into four sections, each of which follows the format of a detective case: (1) "The Scene: the Mysterious Atmosphere" explores the structure and composition of the Earth's atmosphere and its relationship to the planet, land, water, and sun; (2) "The Crime: Harming the Atmosphere" discusses greenhouse effect and ozone; (3) "The Suspects: Natural and Anthropogenic Causes" explores possible natural and human-caused sources of harmful change; and (4) "The Detectives: Working to Solve the Mysteries" gives students information about how scientists are working to answer questions about the atmosphere and how the students can become involved now and in the future. The 14 lesson provide background information for both students and teachers, hands-on activities, materials, procedure, open ended questions, reproducible activity sheets, suggestions for group or individual activities in other discipline areas, extension activities, and home activities to provide the opportunity for parent involvement. A glossary and resource section (lists of 16 related organizations, 11 publications, 6 videotapes, and brief information on NASA educational resources--Spacelink computer information service, satellite videoconferences, NASA Central Operation of Resources for Educators, and Teacher Resource Center Network) are included. (MCO)

ED 361 168 SE 053 382

Rowland, Paul McD.; Adkins, Carol R.
Developing Environmental Decision-making in Middle School Classes.
PUB DATE- Oct 92
NOTE- 7p.; Paper presented at the Meeting of the World Congress for Education and Communication on Environment and Development (Toronto, Ontario, Canada, October 18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; *Curriculum Development; *Decision Making; Earth Science; *Environmental Education; Grade 7; Grade 8; *Interdisciplinary Approach; Junior High Schools; Junior High School Students; *Middle Schools; Models;

of Black Institutions"; (4) "Three Black Engineers"; (5) "The Era of the Brown Decision and Sputnik"; (6) "The Sixties"; (7) "The Seventies"; and (8) "The Eighties." Historical materials are appended. Contains bibliographical references and index. (PR)

ED 361 186 SE 053 590

Berlin, Donna F.; Kumar, David D.
The Status of STS Implementation in the United States and Its Implications.
PUB DATE- Apr 93
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Curriculum Development; Educational Research; *Educational Trends; Elementary School Science; Elementary Secondary Education; *Science and Society; Science Curriculum; *Science Education; Secondary School Science; *State Supervisors; Statewide Planning
IDENTIFIERS- *Science Technology and Society Courses

This study was designed to determine the number of states that are currently implementing Science-Technology-Society (STS) education and similar society-based, science education programs (STS-surrogates) in the United States and to describe the nature of this implementation. STS is operationally defined as the interaction between science, technology, and society. STS-Surrogates denote science or technology education programs which are society-based as they look at societal issues, concerns, and problems but do not use the term "STS" in their titles and are not directly related to the STS curriculum movement. Data from all 50 states were obtained through a telephone survey of state science supervisors. This data indicates that 6 states require, 9 states recommend, and 19 states encourage STS education in their science curricula. Two states will require STS education by 1993 and one state will encourage STS education by 1994. Forty-five states will have some form of STS education implementation by 1994. Twenty-two states report that 3,237 school districts (21% nationwide) have implemented STS education. To date there have been 968 inservice training/workshops conducted related to STS education. (PR)

ED 361 187 SE 053 591

Barden, Laura M.; Pugh, Michael
Strategies and Skills Exhibited by College Students during Laboratories in First Year Physics.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Educational Research; *Group Behavior; Higher Education; *Learning Strategies; Physics; Problem Solving; *Science Activities; *Science Education; Science Experiments; Student Behavior; Undergraduate Students

Education; Evaluation Methods; Formative Evaluation; *Hypermedia; Microcomputers; *Science Education; Testing
IDENTIFIERS- *Science Achievement; Science Education Research

Educational technology has been a focus of development and research in science teaching and learning. This document reviews research dealing with computer and hypermedia applications to assessment in science education. The paper reports the findings first for computer applications for assessment and then for hypermedia applications in assessment. Computer applications include access to large test banks, evaluation of student data collected in laboratory exercises, microcomputer-administered diagnostic testing, effects of computer use on student motivation during computer-administered tests, and computerized adaptive testing. Hypermedia applications include interactive videodisc technology for teaching biology, assessing teachers' knowledge for certification purposes, problem-based learning in chemistry found in the "Hyperequation" project, and administering figural response test items to cell and molecular biology students. The summary describes three advantages for incorporating computer-assisted assessment: immediate student feedback, ease of test taking, and availability of another form of formative assessment. Users of computer-assisted assessment are cautioned that computer-generated tests can lull the teacher into simply testing low level recall knowledge, and that the linear nature of computer testing does not allow the student to go back and reflect upon particular items. (MDH)

ED 361 208 SE 053 625

Finley, Sandra J.; Crawley, Frank E.
Student Evaluation of Teacher Performance: A Review of Literature and Instruments for Science Educators.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Instructional Improvement; Literature Reviews; *Science Instruction; *Science Teachers; *Student Attitudes; *Student Evaluation of Teacher Performance
IDENTIFIERS- *Science Education Research

A review of literature (1984 to 1991) was undertaken to: (1) determine the status of research pertaining to the utilization of student evaluations of teaching; (2) evaluate the specific studies that pertain to use of evaluations for the improvement of science teaching; and (3) examine the instruments available for use by science educators. Eighty percent of the 167 studies were found to be in higher education, with a large number of these studies investigating and generally confirming the reliability and validity of student evaluations. Only 4 percent of the studies concerned science classrooms, and there was a lack of research addressing the utility of feedback from evaluations for teaching improvement. Few instruments were found that are specifically designed for use in science classrooms. Tables summarize the results. Contains 33 references. (Author/MDH)

ED 361 209 SE 053 626

historical, environmental and political value of the Great Lakes to North America and the world. Chapters include: (1) "These are the Sweetwater Seas" (Lee Botts); (2) "The Geological Setting of the Great Lakes" (Jane L. Forsyth); (3) "Vegetation and Plant Geography of the Lake Erie Basin" (John J. Furlong); (4) "The Effect of Lake Erie on Climate" (Val L. Eichenlaub); (5) "Coastal Processes on the Great Lakes" (Charles H. Carter); (6) "Early Struggles for Peace on Lake Erie" (Gerard T. Altoff); (7) "Opening the Region to Prosperity" (Gerard T. Altoff); (8) "The History of Great Lakes Shipping" (Alexander C. Meakin); (9) "Condition of Shipping on the Great Lakes" (Jeffery A. Bryant); (10) "Lake Erie Coastal Uses" (Richard Bartz); (11) "Water Level Fluctuations on the Great Lakes" (Thomas E. Croley II); (12) "Effect of Human Activities on the Ecology of Lake Erie" (Elliot J. Tramer); (13) "History of Changes in the Lake Erie Fishery" (Andrew M. White); (14) "Recovering from Phosphorus Enrichment" (Charles E. Herdendorf); (15) "Toxics in Lake Eric" (Clayton J. Edwards); and (16) "Governing the Great Lakes Basin" (Kathleen L. Barber). Information about the authors is provided. (MDH)

ED 361 228   SE 053 782

Bruan, Ricardo
Environmental Education and Training in Brazil. Discussion Paper No. 84.
PUB DATE- 92
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Ecology; Elementary Secondary Education; *Environmental Education; *Federal Government; Foreign Countries; Higher Education; Institutes (Training Programs); *Professional Training; Public Agencies; State Agencies; State Universities; Surveys; *Vocational Education
IDENTIFIERS- *Brazil; Environmental Issues; *Environmental Management; Environmental Protection; Government Regulation

Brazilian environmental education and training experience is recent but has a concrete base of generating awareness among all levels of the population and also aims to train people to protect, control and manage the use of environmental resources. Several visits were made by the author to organizations, enterprises and institutions from federal, state and municipal governments that are directly and indirectly involved with environmental affairs. Contacts were also made with non governmental organizations (NGOs) and private environmental initiatives to analyze and compare alternative paths in the Brazilian environmental education and training process. This study surveyed the institutions dealing directly or indirectly with environmental concerns of the Brazilian states of Minas Gerais, Parana, Rio de Janeiro, Rio Grande do Sul, and Sao Paulois including the Federal District of Brasilia. The institutions were mainly environmental agencies, federal universities, state or federally-owned enterprises, research and scientific financing agencies, schools, research centers, and alternative initiatives. The report is organized in seven chapters containing a description of activities developed by the organizations including illustrative schemes and drawings, statistical data and concluding remarks. (Author/MDH)

ED 361 229   SE 053 790

Nix, Suzanne Dee

Education; Young Adults
IDENTIFIERS- Consumer Expenditure Survey

This article examines the economic status of two-parent families and the earnings contribution of employed teens and young adults. Using data from the 1989 Consumer Expenditure Survey, this study describes and compares two-parent families including employed and nonemployed teens ages 14-17 and young adults ages 18-24. Descriptive results indicate that 5.7 million families, or about 63 percent of all two-parent families with an oldest child 14-24 years, had an employed teen or young adult in 1989. About 47 percent of the families with teens, compared with 80 percent of the families with young adults had an employed child. Average annual earnings by 14-17 year olds were $1,579, or about five percent of before tax family income. Mean annual earnings by 18-24 year olds were $7,379, or 16 percent of before tax family income. Family status differed significantly when teens and young adults worked, as revealed by discriminant analysis. Employed teens were more likely to be from upper socioeconomic, white families than were nonemployed teens. Employed young adults also tended to be from upper socioeconomic, homeowner families, compared with nonemployed young adults. Tables and graphics include: (1) characteristics of two-parent families with and without employed children, ages 14-24, 1989; (showing level of parent's education); (2) reasons why oldest child, age 18-24, did not work in 1989; (3) two-parent family income, children's earnings, and family expenditures (showing expenditures on "education and reading"); (4) percentage of before tax income; and (5) discriminant analyses of demographic and expenditure variables by age and employment status of oldest child (with parental education and expenditures on education as discriminant factors). Although teens did not make a significant contribution to family income, families with employed teens were better off financially than their nonemployed counterparts. (DK)

ED 361 248   SO 022 921

Dinkins, Julia M.
Money Contributions to Religion, Charity, Education, and Politics.
PUB DATE- 91
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Consumer Economics; *Donors; Economic Research; Economics Education; Educational Economics; Elementary Secondary Education; Higher Education; Political Campaigns; *Private Financial Support; Religion; Trusts (Financial)
IDENTIFIERS- *Consumer Expenditure Survey; *Consumers

This article presents study results on the 57% of consumer units who made money contributions to religious, charitable, educational, or political causes in 1988-89. The median donation was $48. Data from the 1989 Consumer Expenditure Survey (CES) were used to determine characteristics of the consumer units making these donations. The CES is an ongoing survey that collects data on household expenditures, income, and major socioeconomic and demographic characteristics. Results show that 7 in 10 of the contributors had incomes above $35,000; 7 in 10 had a college degree or more; 6 in 10 were married couples, with or without children; and 6 in 10 were at least 45 years old. Forty percent of the consumer units gave to religion, 39 percent gave to charity, 7 percent gave to education, and 5 percent gave to politics. A consumer unit is defined as: (1) all members of a particular housing unit who

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Advising; Assessment Centers (Personnel); Competency Based Teacher Education; *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Higher Education; Knowledge Level; Models; Music Education; *Music Teachers; *Secondary School Teachers; State Standards; Teacher Education; *Teacher Evaluation; Teaching Skills; Vocational Education
IDENTIFIERS- *College Teaching and Learning Collection

This publication is a guide to assessing the competence of prospective music teachers in the California public schools. The guide was developed as part of a state-wide response to legislated entry and exit standards for teachers in elementary and secondary schools. An introduction describes the regulations and Executive Orders which are the basis for the guide, and the conference at which it was developed. A section on the principles of assessment in music outlines and describes unity of purpose among the diversity of programs, the importance of multiple measures, assessment design (process, features, scheduling). The next section, on areas of competence, establishes two categories--first, generic competencies fundamental to all disciplines and, second, competencies specific to music under four categories: knowing, performing, conducting, and creating. A section on sources of information for assessments discusses general guidelines and methods of assessment information gathering. The fourth section offers two model assessment formats. A final section treats recommendations related to resource and administrative issue. Contains 30 references. (JB)

ED 361 268 SO 023 286

Resource Guide: Subject Matter Assessment of Prospective Teachers of History and Social Science. Report of the California State University Workgroup on Assessment of Prospective Teachers of History and Social Science.
PUB DATE- Feb 90
NOTE- 49p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus system-wide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. For related documents, see SO 023 285 and SO 023 290.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Assessment Centers (Personnel); Competency Based Teacher Education; *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Higher Education; *History Instruction; Knowledge Level; Models; *Secondary School Teachers; *Social Sciences; State Standards; Teacher Education; *Teacher Evaluation; Teaching Skills; Vocational Education
IDENTIFIERS- *College Teaching and Learning Collection

This publication, the result of a series of workgroup meetings that culminated in a conference of 45 educators held in San Diego, California, in November 1989, is a guide to assessing the competence of prospective history and social science teachers in the California public schools. The guide was educational agencies, and the place of education and knowledge in society. An extensive literature review and discussions of liberal arts and education goals, a social knowledge system, and societal needs are presented. In the program described, the liberal arts curriculum would provide a comprehensive program of the study of concepts from psychology, sociology, and anthropology which relate to human learning and development. Areas of study from the field of education would include the educational system, the educative process, professional ethics and responsibilities, and teaching functions and skills. The study of liberal arts provides a foundation for the study of education by meeting the goals for the development of intellectual skills, value and belief systems, an attitude of public service, and an overall perspective on the knowledge system. The paper concludes with a discussion of the principles embedded in the proposal and the road to improvement. (Contains 13 references.) (LL)

ED 361 288 SP 034 539

Wall, Ronald R.
Staff Development Programs in Public Schools: Successful Staff Development Programs Including the Role of the Classroom Teachers and Administrators.
PUB DATE- 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Role; *Delivery Systems; Delphi Technique; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Literature Reviews; Needs Assessment; *Program Development; *Public Schools; *Teacher Effectiveness; Teacher Role
IDENTIFIERS- *Empirical Research

This paper presents a review of the literature, examines available empirical studies related to successful staff development programs, and provides recommendations to school administrators and teachers with respect to the establishment of effective programs. Staff development is defined as any inservice activity that can potentially increase an educator's effectiveness within the school system, and more specifically, any planned process of education and/or training which will benefit the teacher, student, and school system. Based on the literature review, the following recommendations are offered to school systems: (1) establish a viable staff development philosophy; (2) involve and encourage the cooperation of teachers and administrators; (3) establish a staff development committee comprised of volunteer teachers and administrators to find out what teachers know and what they need to know through the use of a needs assessment instrument or the use of the Delphi Technique; (4) establish an effective delivery system including inservice evaluations; (5) locate inservices in school buildings; (6) encourage teachers' peers to do inservices; and (7) give serious thought to the provision of quality time for inservice to take place. (LL)

ED 361 289 SP 034 544

Educating the New American Student.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

mentor-protege relationship as the starting point and the individual teacher's professional development as the organizing principle for the induction of teachers into the profession. The essential elements of a mentor's knowledge base are described as: the dimensions in the process of beginning teachers' professional development, which include the personal dimension, environmental dimension, and knowledge and skills dimension; a framework witin which to analyze their classroom teaching and guide them in solving problems; and a teacher's professional learning process model which aims at meaningful learning from experience. One recommendation is that it is best to ensure a strict division between people who are responsible for mentoring and those who are responsible for the final assessment of the teacher concerned. (Contains 46 references.) (JDD)

ED 361 307   SP 034 693

Health Education (Senior 2) Curriculum Guide.
PUB DATE- 93
NOTE- 564p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Class Activities; Curriculum Guides; *Drug Education; Foreign Countries; Grade 10; *Health Education; *Health Promotion; High Schools; Learning Activities; *Mental Health; *Sexuality; Student Attitudes; Student Behavior
IDENTIFIERS- Manitoba; *Transition Management

This Senior 2 (grade 10) health curriculum guide is designed to accommodate the needs and developmental tasks of adolescents. The publication provides a course of instruction to help students choose and practice responsible behavior conducive to maintaining and enhancing health. The guide is organized into 5 units: (1) "Contributing to Community" discusses positive role models, health promotion, health supports, rights and responsibilities of group membership, and concern for environment and health; (2) "Responsibility to Self and Others" addresses personal safety, facts and misconceptions about alcohol and other drugs, the pharmacology of alcohol and other drugs, the continuum of use, misuse and problem use of alcohol and other drugs, defense mechanisms, attitudes about alcohol and other drugs, tobacco, and chemically dependent families; (3) "Responsible Sexual Behavior" considers abstinence, affection, using assertiveness skills, condom awareness (optional), AIDS/STD and social issues, and unplanned pregnancy, and it includes an AIDS/STD knowledge test; (4) "Mental Health" concentrates on the continuum of mental health, body image, and grief and loss; and (5) "Transitions" focuses on stages of family life, healthy relationships, and parenting as a future role. Suggested student activities, including case studies, provide opportunities to identify personal needs, assess attitudes and values, and explore and communicate various points of view. A bibliography provides an extensive list of print and audiovisual resources. (LL)

ED 361 308   SP 034 694

Smyth, Donna M.
First Year Physical Education Teachers' Perceptions of Their Workplace.
PUB DATE- Apr 93

Education; Teacher Education Programs
IDENTIFIERS- Castleton State College VT; Granville Central School District NY; New York; Vermont

As the year 2000 approaches, the need for rural schools to rise to the challenges of the future becomes more pressing. This paper articulates: (1) the concept of inter-state collaboration in teacher education; (2) how colleges and public schools can work together to meet the needs of students in rural areas; (3) the New York State and Vermont Service Agreement; (4) student teaching; (5) continuing professional development of teachers; and (6) prospects of shared technological resources. These and other related topics are examined in light of "A New Compact for Learning: Improving Public Elementary, Middle and Secondary Education Results in the 1990s," published by the New York State Education Department. Collaborative ventures have begun to be instrumental in changing the way colleges and schools perceive each other. Broader outlooks begin to emerge as professional educators at both levels make efforts to empower each other to take on new responsibilities. The concept of collaboration, as it matures, becomes a major vehicle as well as a clearinghouse for new and innovative ideas. (Author/LL)

ED 361 325 SP 034 728

Pape, Sharon L.; McIntyre, D. John
Student Reactions to Using Video Cases for Evaluation of Early Field Experiences.
PUB DATE- 93
NOTE- 19p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Pittsburgh, PA, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Case Studies; *Classroom Observation Techniques; Elementary Secondary Education; *Evaluative Thinking; *Field Experience Programs; Higher Education; Preservice Teacher Education; Program Evaluation; Student Evaluation; *Student Reaction; *Videotape Recordings
IDENTIFIERS- Case Method (Teaching Technique); *Preservice Teachers

Case studies have emerged as a viable tool for exposing novice teachers to mundane and unique situations that might be encountered in the classroom. This paper discusses the utilization of video taped case studies as a valid method for assessing the reactions and perceptions of preservice teachers to an introductory field observation course. Students observed unrehearsed video taped segments of classroom interactions from elementary and secondary classrooms and were asked to describe significant events. In addition, they were asked to make judgments regarding the teacher's behavior and interaction with the pupils. This process is utilized not only as an instructional tool but also as a vehicle for assessing the students observational skills. Students report that assessment of their skills via the video cases provides them with a more realistic opportunity to implement the experiences, knowledge, and skills gained throughout the semester. Several distinct topics emerged as this project was developed and include: content of the video segments, the process of taking a video examination, technical aspects of technology and their effects on learning, evaluation and financial and collegial support. (Author/LL)

ED 361 326 SP 034 729

The analysis determines which eigenvalues are salient (mountainside) and which are rubble (scree). A multiple linear regression (MLR) approach has been proposed that would include more data points than the usual scree test and could yield better results. The MLR test provides the same decision as does the visual scree test, but can be easily programed, using an approach in which the ordered eigenvalues are thought of as points in a scatterplot. Examples are presented of the use of the scree test and the MLR approach with Delphi technique data to help decide how many items or issues to retain in a Delphi study or survey. The MLR approach appears to be an effective analytical procedure for the scree test. It usually produces the same number or fewer factors than the visual scree test in factor analysis, but yields more items than the visual scree in factor analysis. Three tables and six figures illustrate the discussion. (Contains 15 references.) (SLD)

ED 361 345 TM 020 373

Lix, Lisa M.; Keselman, H. J.
Interaction Contrasts in Repeated Measures Designs.
PUB DATE- Apr 93
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Simulation; Equations (Mathematics); *Estimation (Mathematics); *Interaction; *Mathematical Models; *Monte Carlo Methods; *Research Design; *Sample Size
IDENTIFIERS- Bonferroni Procedure; Omnibus Tests; *Repeated Measures Design; Scheffes Contrast Test; Sphericity Tests; Type I Errors

Current omnibus procedures for the analysis of interaction effects in repeated measures designs which contain a grouping variable are known to be nonrobust to violations of multisample sphericity, particularly when group sizes are unequal. An alternative approach is to formulate a comprehensive set of contrasts on the data which probe the specific nature of the interaction. Six interaction contrast procedures are compared via Monte Carlo methods. Two test statistics are considered, one relying on an estimate of the standard error of the contrast formed by pooling across levels of the groups and trials factors, and the other employing a nonpooled estimate based on only that data used in defining a contrast. A Scheffe, Studentized maximum modulus, and Hochberg step-up Bonferroni critical value are paired with each statistic. Only the Studentized maximum modulus and Hochberg nonpooled procedures provided acceptable rates of familywise Type I error control under departures from multisample sphericity when the data was nonnormal. Six tables present data from the analyses. (Contains 23 references.) (Author)

ED 361 346 TM 020 392

Powell, Douglas A.
An Extension of the Covariate Randomized Response Model to the Case of a Nonmonotonic Covariate.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English

United States, the testing industry has not received much attention. The industry and the market for standardized tests are examined, emphasizing the fragmented nature of the market. After an introduction, Chapter 2 describes the testing marketplace, and Chapter 3 reviews evidence on the extent of the market for tests and the recent growth in testing. In Chapter 4, estimates of the direct and indirect costs of testing are presented. Chapter 5 outlines broad social forces behind the market for testing and associated services, Chapter 6 describes spin-off industries that have grown up around testing, and Chapter 7 discusses problems arising from the changing marketplace with regard to test quality and use. Chapter 8 presents alternative strategies that could improve test use and prevent misuse as instruments of social policy. Eleven figures and 25 tables present details about the testing industry. A 264-item list of references is included; and 3 appendixes provide estimates of numbers of students tested, consumer price index adjustments for inflation, and calculations of standardized growth expectations. (SLD)

ED 361 364 TM 020 446

MacKenzie, Stella; Keith, Jo Ann
Certificated Personnel and Related Information, Fall 1992.
PUB DATE- May 93
NOTE- 163p.; For the 1991 version, see ED 349 326; for pupil membership and related information, see TM 020 447.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Enrollment; Minority Group Children; Minority Group Teachers; Principals; Public Schools; School Administration; *School Statistics; *Secondary School Teachers; *State Surveys; Superintendents; Tables (Data); *Teacher Characteristics; Teacher Salaries; Trend Analysis
IDENTIFIERS- *Certified Staff; *Colorado; Educational Information

Information about certificated personnel and their characteristics was collected from Colorado's public school districts and Boards of Cooperative Services during fall 1992. This information is presented in a series of tables, with highlights summarized in an introduction. The fall average salary for public school teachers, $33,541, represented a small increase over the fall 1991 salary, but remained below the national average. Of the 62,785.3 certificated and non-certificated staff, 53.2 percent were classroom teachers. Pupil membership increased 3.3 percent over 1991, while classroom teachers increased by 1 percent. Females represented 71.1 percent of classroom teachers, 36.4 percent of principals, and 9.2 percent of superintendents. The number of males in teaching and administration positions declined. Black female representation declined in teaching, but increased in administration. Minorities represented 9 percent of teachers, and 25.5 percent of students. Twelve tables contain the data on personnel and characteristics. (SLD)

ED 361 365 TM 020 447

MacKenzie, Stella; Keith, Jo Ann
Pupil Membership and Related Information, Fall 1992.
PUB DATE- Apr 93
NOTE- 213p.; For the 1991 version, see ED 349 325; for certified personnel and related information, see TM 020 446.

instruction is centered totally around the student. The implementation of portfolios sends the message to students that their first efforts should not be their last. Revision is part of improvement, and students are expected to reevaluate so that their portfolios represent their best work. The rationale and procedures for using mathematics and writing portfolios in Kentucky schools are explored. The use of portfolios grows from the Kentucky Educational Reform Act and is part of the performance based assessment mandated in 1992. The mathematics portfolio for grade 4, presently in use, contains a table of contents, a letter to the reviewer, and five to seven entries that reflect the students' best work in the classroom throughout the year. The grade 4 writing portfolio contains examples of several different kinds of writing, as well as a best piece chosen by the student. Portfolios are scored by the teacher or by scoring teams in the school. As computer technology becomes more widespread in Kentucky schools, portfolios may take innovative forms that take up less space and can be easily recalled. (Contains 16 references.) (SLD)

ED 361 383 TM 020 483

Newman, Isadore; MacDonald, Suzanne
Interpreting Qualitative Data: A Methodological Inquiry.
PUB DATE- May 93
NOTE- 8p.; Paper presented at the Annual Meeting of the Ohio Academy of Science (Youngstown, OH, May 1, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Comics (Publications); Cultural Context; *Data Interpretation; Generalization; *Graduate Students; Group Dynamics; Group Membership; Higher Education; Individual Differences; Knowledge Level; *Qualitative Research; Researchers; *Research Methodology; Research Problems; Synthesis
IDENTIFIERS- *Grounded Theory

The methodology of interpretation of qualitative data was explored using a grounded theory approach to the synthesis of data, examining the construction of categories in particular. The focus is on ways of organizing data and attaching meaning, as research problems embedded in cultural context are explored. A qualitative research training task with 4 groups of 3 to 5 members each (for a total of 27 graduate student subjects) evaluating comic strip culture was used to address the consistency between groups, how groups differ, and how different ways of categorizing data lead to different interpretations of comic strip culture. Intra-group differences and perceptions were pronounced, and group consensus varied considerably from individual reports. Individuals reported more diverse answers than group consensus indicated, and group answers were more simplified and focused on fewer categories than those of individuals. Implications of the research center on the idiosyncratic nature of qualitative research and issues related to generalizability, as well as the relationships between the types of questions being asked and the interpretations and relationships between the knowledge-base of researchers and the interpretation of data. One table presents the categories of cultural values elicited. (Author/SLD)

ED 361 384 TM 020 484

Allal, Linda
Text Transformations as an Indicator of Self-Regulation in

Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Persistence; College Freshmen; College Preparation; Comparative Analysis; Higher Education; Institutional Mission; Institutional Research; Predictor Variables; *School Effectiveness; *School Holding Power; Statistical Analysis; *Student Attrition; *Student School Relationship; Undergraduate Study
IDENTIFIERS- *AIR Forum; *Barry University FL

This paper briefly reviews the literature on the common factors in effective college student retention programs, then presents a study assessing the impact of the institution's mission effectiveness as distinct from other determinants of student retention. The assessment of retention predictors and the effects of the school's mission were conducted at Barry University (Florida). Data sources for the study came from admissions records, standardized test scores, secondary school performance data, student academic records, and a survey of first-year students that determined their subjective experiences at the institution. Using logistics regression analysis, the study determined that strategies to improve first semester grades have the greatest impact on retention; however, institutional effectiveness in the academic area was but one determinant of grade point average, contributing only one-third of the variance. Academic preparation and student motivation had greater impacts on academic outcomes. Institutional academic effectiveness had less influence on retention than the community building and personal growth missions of the institution. The study determined that institutional effectiveness, by itself, cannot curtail attrition; but missions that differentiate the university from other schools have greater potential for creating commitment and encouraging retention. Contains 17 references. (GLR)

ED 360 941 HE 026 680

Schwabe, Robert A.
Total Quality Management: Statistics and Graphics III - Experimental Design and Taguchi Methods. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 20p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993). For related documents see ED 336 038 and ED 349 858.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Charts; Colleges; Computer Software; Educational Quality; *Evaluation Methods; Factor Analysis; Graphs; Higher Education; *Institutional Research; *Quality Control; *Research Design; Research Methodology; *Statistical Analysis; Universities
IDENTIFIERS- *AIR Forum; Taguchi Methods; *Total Quality Management

Interest in Total Quality Management (TQM) at institutions of higher education has been stressed in recent years as an important area of activity for institutional researchers. Two presentation of visuals from an audio/video/computer podium. The hardware for the classroom is described, with an emphasis on the ability to project microscopic views. The development of the classroom, from a gift by the GTE Corporation, is traced, establishing the rationale for its development, the development process, and the approximate costs of the classroom equipment. The classroom is being used by faculty to model how today's technologies can be used in instruction. Using it as a studio will enable the high-end technology to be used for distance education, and steps are being taken to connect it with a public school and another college. Incorporating this technology helps ensure the place of technology in the classroom of the future. (SLD)

ED 360 959 IR 054 633

McGovern, Gail
Idaho Public Library Trustee Continuing Education Plan 1991-1993.
PUB DATE- Nov 90
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Students; *Continuing Education; *Educational Objectives; Educational Planning; Information Needs; *Library Personnel; *Public Libraries; Staff Development; *State Libraries; Surveys; *Trustees
IDENTIFIERS- *Idaho

In response to a 1987 survey that indicated that continuing education was the most pressing need of the Idaho library community, the Idaho State Library convened a task force that worked with a consulting librarians' group to prepare a 3-year continuing education plan for individuals involved with all types of libraries. Indicators at that time led to a separate study of trustee continuing education, and the State Library contracted a consultant to work with staff to create a supplemental element for future revisions of the 3-year plan specifically focused on the education and organization of public library trustees. Focus groups were held for trustees. From this study, the following goals were derived, to be included in a revised 3-year continuing education plan beginning in 1992-1994: (1) trustee information needs are assessed on a regular basis; (2) trustees have personal contact with other trustees, librarians, and State Library representatives on a regular basis; and (3) continuing library education opportunities are made available to trustees according to their prioritized needs for content, method of delivery, and geographic accessibility. Objectives to be met in pursuit of these goals are outlined. An appendix contains supplemental material including focus group attendees, cover letters and information sent to them, and lists of topics for discussion. (SLD)

ED 360 960 IR 054 634

Bridges, Anne E.; Prescod, Janette
Guide to Selected African-American Materials in the UTK Libraries.
PUB DATE- May 93
NOTE- 51p.; Cover title varies slightly: "African-American Guide."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Black Literature; Blacks; *Black Studies; College Libraries; College Students; Higher

University) searching OCLC's FIRSTSEARCH set of databases were studied. The 13 subjects were asked to complete a search on the FIRSTSEARCH databases; and data were collected through observations, administration of a questionnaire, and a thinking-aloud protocol. Data were analyzed to describe and categorize the subjects' experiences with the user interface. Results indicate that the novice user found the FIRSTSEARCH system user-friendly, with an average approval rating of seven out of nine on the Questionnaire for User Interface Satisfaction (QUIS) developed at the University of Maryland to measure human-computer interaction. Eight tables present study findings. Two appendixes contain the script for recruiting volunteers and a transcript of the search observations. (Contains 21 references.) (SLD)

ED 360 981 IR 054 664

McNeal, Michele L.
The Scots-Irish Americans: A Guide to Reference and Information Sources for Research.
PUB DATE- May 93
NOTE- 58p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Archives; *Audiovisual Aids; *Ethnic Groups; *Information Sources; *Library Collections; Museums; Organizations (Groups); Reference Materials; Research Tools; *Resource Materials; Scholarly Journals; United States History
IDENTIFIERS- *Scotch Irish Americans

An introduction is provided to the materials available on Scots-Irish Americans. It combines historical and bibliographic research to create both a guide to sources, and a base list upon which collections on the Scots-Irish American experience can be created. The introduction provides a survey of the Scots-Irish American experience in America. This section is followed by an annotated list of English language reference and other sources on this ethnic group. Sources are arranged in the following categories: (1) general reference works (8 sources); (2) special reference works (4 sources); (3) works devoted to Scots-Irish Americans (20 sources); (4) general works (24 sources); (5) periodical articles (15 sources); (6) audiovisual materials and unpublished manuscripts (8 sources); and (7) libraries, archives, museums, and organizations (15 sources). A subject index provides access to specific topics. (SLD)

ED 360 982 IR 054 666

Roy, Loriene
Information Resources in the Social Sciences. Class Manual.
PUB DATE- 93
NOTE- 142p.; Course: LIS 382L.3, Summer 1993.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Curriculum; Course Content; Course Descriptions; Educational Objectives; Guides; Higher Education; Information Retrieval; Intellectual Disciplines; Library Education; Optical Data Disks; *Reference Materials; *Research Tools; *Resource Materials; Social Science Research; *Social

*Library Collections; Library Planning; Natural Disasters; *Preservation; Program Development; Resource Materials
IDENTIFIERS- *Disaster Planning; *Library Materials Conservation

Most librarians know the importance of disaster preparedness. Many disasters could have been prevented altogether or have had reduced impact if institutions had been better prepared. This resource guide suggests how disaster preparedness can be achieved at cultural institutions. Twenty-three basic resource articles are presented to introduce disaster preparedness. They deal with the safety of collections rather than the safety of staff, and related issues such as security and environmental control are not addressed. Of the materials that cover what to do once a disaster has occurred, most emphasize water damage because so many causes of disaster result in water damage. The resource guide is supplemented by a list of 23 selected readings. When a choice had to be made between a readily available source and one that was difficult to obtain, the hard-to-obtain one was included in the resource guide, and a reference to the other was provided in the bibliography. The basic processes for disaster preparedness include: (1) brainstorming potential disasters; (2) investigating responses to past disasters; (3) outlining a disaster plan; (4) determining remaining needs; and (5) developing recommendations. (SLD)

ED 361 000 IR 054 692

Merrill-Oldham, Jan
Managing a Library Binding Program.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Mar 93
NOTE- 176p.; "One of seven in a series of Preservation Planning Program (PPP) resource guides" (Jutta Reed-Scott, Series Editor), see IR 054 689-695.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Books; Evaluation Methods; Higher Education; Librarians; Library Administration; *Library Materials; Library Planning; Library Technical Processes; *Preservation; Program Administration; Program Development; Resource Materials
IDENTIFIERS- Bindery Workers; *Book Binding; *Book Restoration; Library Materials Conservation

Library binding is one of the activities typically included in newly created preservation departments, but librarians continue to discover that transforming a traditional binding program into one that better meets preservation objectives requires considerable investment of time. This resource guide is intended to help libraries review their binding activities from a preservation perspective through the following: (1) suggesting a strategy for gaining expertise through reading and observation; (2) outlining a plan for evaluating the library's and the binder's practices and policies; (3) presenting a strategy for initiating change; and (4) identifying issues that merit attention and discussion. Thirty-six articles dealing with a binding program and relations with a binder are presented. A bibliography lists an additional 18 sources for further reading. (SLD) strategic priorities and accomplishments for the period 1990-95. (PAA)

ED 361 018 JC 930 396

Roesler, Elmo D.
Virginia Community College System Study of the Colleges' Operation of Dual Credit Agreements with Public High Schools, May 18 to September 8, 1992.
PUB DATE- 9 Sep 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Credits; College School Cooperation; Community Colleges; *Compliance (Legal); *Cooperative Programs; *Dual Enrollment; Eligibility; High Schools; High School Students; Outcomes of Education; Program Descriptions; Program Effectiveness; *Program Evaluation; Recordkeeping; State Programs; State Surveys; Student Evaluation; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

In September 1988, the Virginia Community College System (VCCS) entered into an agreement with the Virginia Department of Education that formalized the offering of dual credit courses to Virginia high school students. In response to questions regarding compliance with provisions of the agreement, known as the Virginia Plan for Dual Enrollment (VPDE), the VCCS has undertaken a series of studies of the operation of the colleges' dual credit agreements. First, in a May 1992 report, the Chancellor of the VCCS identified three issues with respect to compliance: (1) changes were necessary in student codes to monitor dual enrollment; (2) a formal mechanism for evaluating the VPDE was needed; and (3) data on the performance of dual enrollment students must be collected by courses and disciplines to ensure accountability. This report also indicated that headcount enrollment in fall 1991 totaled 3,673 dual enrolled students taking courses related to 17 academic disciplines. A June 1992 study of compliance with provisions regarding course eligibility found that, with very few exceptions, students were appropriately enrolled in humanities, mathematics/sciences, and occupational-technical courses. A survey of college presidents, also in June 1992, revealed that at 12 of the 17 responding colleges only faculty who met the minimum requirements of the VPDE were hired, assessment procedures for students in dual credit courses were in place at 14 institutions, and administrators at only 7 of the colleges viewed the offering of dual credit as a separate "program." Data tables and the college president questionnaire are included. (PAA)

ED 361 019 JC 930 397

Virginia Community College System Study of Tuition Increases and Their Effects on Enrollments.
PUB DATE- 25 Jan 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Access to Education; *Community Colleges; Dropout Research; Educational Finance; Enrollment; *Enrollment Influences; Family Income; State Surveys; *Student Attrition; Student Costs; *Student Financial

(8) average state salary by area of responsibility group, including information on length of employment; (9) full-time faculty salaries by area of instruction and average education level; and full-time staff by area of responsibility, salary, and educational level; and (10) rankings by college of average monthly state salary and average monthly total salary. (AC)

ED 361 036 JC 930 415

Berry, David A.
Partnership Program, Essex County College.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 31 Aug 89
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; *Faculty Development; High Schools; *Participant Satisfaction; Partnerships in Education; Program Descriptions; Program Evaluation; Student Attitudes; Teacher Attitudes; *Teacher Workshops; *Teaching Methods; Two Year Colleges
IDENTIFIERS- Essex County College NJ

The Partnership Program at Essex County College (ECC), in Newark, New Jersey, was a 3-year, intensive, college-high school faculty development project designed to coordinate curriculum and learning strategies in area feeder high schools with content and instructional methods used in introductory college courses. Weekly workshops were conducted over a 9-month period for high school and college faculty, focusing on training the participants to use new strategies in writing, reading, listening, speaking, thinking, and computer literacy instruction. Each of the 41 faculty members who participated in the project produced a student learning guide to be used in a targeted course. The guides were designed to help students master course content and instructional methods in these courses and to reinforce learning strategies across the curriculum. Interviews with 15 high school students and questionnaires administered to college and high school students in 13 classes in which the learning guides were used revealed that students particularly appreciated knowing teachers' expectations. Results of interviews with high school teachers conducted in fall 1989 also revealed support for the project and the guides. However, time constraints and lack of administrator support were mentioned as obstacles to implementing the learning guide approach more broadly. Attachments outline components of a learning guide and features of a course designed around learning guides. (AC)

ED 361 037 JC 930 417

Cox, Rodney
Shared Vision Implementation Project, 1988-1991. Final Report of FIPSE Project.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 1 Dec 88
NOTE- 78p.; For a related implementation manual, see ED 330 405.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

1992-93; (5) off-campus credit enrollment; (6) a survey of the employment and educational status of 1991 graduates; (7) CCRI transfers enrolling in other Rhode Island educational institutions; (8) enrollment in non-credit courses for the period 1988-89 to 1992-93; (9) total headcount enrollments and CCRI graduates by program of study for 1988-89 through 1992-93; (10) faculty characteristics, covering degrees held, rank, and years of service; (11) faculty rank by program area; (12) staff characteristics; (13) tuition and fees for each year from 1970-71 through 1993-94; (14) general education revenues and expenditures; and (15) student financial aid awards by funding source for 1990-91 through 1992-93. (PAA)

ED 361 053 JC 930 440

Friedel, J. N., Ed.
An Environmental Scan Update, 1992-93. 2020: Perfect Vision for the Next Century.
PUB DATE- Aug 92
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Allied Health Occupations Education; *College Planning; Community Colleges; Computers; *Employment Opportunities; *Environmental Influences; Futures (of Society); Health Conditions; Health Occupations; Information Technology; Institutional Mission; Labor Market; Long Range Planning; Strategic Planning; Two Year Colleges
IDENTIFIERS- *Eastern Iowa Community College District; Economic Trends

A key component to Eastern Iowa Community College District's (EICCD) strategic planning process, called "2020 Vision: A Perfect Vision for the Future," was the publication of the report "An Environmental Scan" in 1989, which summarized major trends occurring in the external environment which may impact the community college, the industries and communities it serves, and social, economic, and political structures and processes. It summarized these trends, events, and issues in five broad categories: (1) the changing population and demographics; (2) the changing workforce; (3) political, societal, and ecological changes; (4) changing technologies and the information explosion; and (5) the world economy. In September 1991, the EICCD began publishing updates to the Scan, each addressing a specific theme and summarizing events, trends, and projections affecting the district. The 2 volumes presented here contain a combined total of 19 updates. The following topics are addressed in volume 1: (1) Acquired Immune Deficiency Syndrome (AIDS)--global spread and implications for health care; (2) health care--the crisis in rural medical care, alternative care, and national trends; (3) health services--growth areas and employment prospects; (4) jobs--business trends, fast growing jobs, economic trends, educational requirements; (5) the American political scene--implications for community colleges; (6) new information and technology--information technology and technology transfer; (7) computer technology; (8) employment prospects for computer technology personnel; (9) the Iowa economy--largest employers in the state, wages, Iowa's goods- and service-producing industries; and (10) health occupations--EICCD's service area, and national health occupations. Topics covered in volume 2 concern: (1) the

(4) the friendship composition of fifth grade children's play groups indicated that socializing occurred most often among reciprocal friends, whereas competitive and physical games occurred in mixtures of friends and non-friends; and (5) differences in composition suggested that different activities may provide varying opportunities for intimate exchanges. (AC)

ED 361 071 PS 021 575

Bernath, Michael S.; And Others
Physical Maltreatment and Trust in Peers: Feelings, Reasons, and Behavioral Intentions.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Children; Comparative Analysis; Elementary School Students; Emotional Development; Intermediate Grades; *Peer Relationship; *Trust (Psychology)
IDENTIFIERS- Affective Response; Physical Abuse

A study compared 55 court-adjudicated physically maltreated children between 8 and 12 years of age with 56 nonmaltreated children of the same ages with respect to their feelings about trust in peers. All maltreated children were residents of group homes and were of primarily lower and middle income economic background, from four ethnic backgrounds, while the nonmaltreated children were from Los Angeles public schools and were of ethnic and economic background similar to the maltreated children. As part of an interview, subjects heard two trust scenarios--one involving a promise and the other a secret--and indicated whether they would trust and share with a peer. They were asked to give reasons for their decisions and to tell how they would feel in the scenario. Findings were consistent with clinical observations: (1) compared to nonmaltreated children, maltreated children were more mistrusting and also tended to show an all-or-nothing pattern of trust; (2) maltreated children were more likely to refuse to share, but when they did share, they tended to do so without qualification; whereas, nonmaltreated children tended to qualify whether they would share; (3) compared to nonmaltreated children, maltreated children's reasons about trusting or mistrusting in the scenario indicated diminished concern with affect, the interpersonal relationship, and the future, and somewhat heightened concern with the past; and (4) maltreated and nonmaltreated children's affective responses to the trust scenarios did not differ significantly. (AC)

ED 361 072 PS 021 576

Hancock, Timothy; And Others
Who Can Afford Child Care?
PUB DATE- Mar 93
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Rearing; Child Welfare; *Day Care; Early

and children in kindergarten, first, third, and fifth grade). In the three experiments, subjects indicated which of two flower boxes had the greater density of flowers. In experiments 1 and 2, the flowers were presented inside the flower boxes. In experiment 3, the flowers were presented as uniform rows of dots outside the flower boxes. In experiments 1 and 2, all subjects performed well, using density rather than number or area to make decisions. In experiment 3, however, only the older children performed well. Younger children based their judgments on the dimensions of number, revealing that when an explicit integration is required to be correct, younger children perform poorly. These results provide initial support for a two-process model for dealing with proportionality. (MM)

ED 361 092 PS 021 633

Jacobson, Arminta; Engelbrecht, JoAnn
A Survey Instrument: Assessment of Education Interests, Experiences, and Learning Preferences of Parents of Young Children.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Rearing; *Community Surveys; Early Childhood Education; Interests; *Learning Activities; *Parent Attitudes; *Parent Education; Preschool Children
IDENTIFIERS- *Texas (Denton)

A five-page English language survey instrument was developed by the Denton County (Texas) Parent Education Coalition to survey a sample of parents representing the economic, educational, and lifestyle diversity of the county. A Spanish-language version, a shortened two-page questionnaire, and an adapted interview form for handicapped and illiterate parents were also developed. The full-length English-language survey instrument contains 17 questions covering family demographics as well as parents' education interests, experiences, and learning preferences. A total of 740 parents from 30 randomly selected preschools participated in the survrey. It was found that they considered: (1) family, books, and friends to be the most helpful sources of parenting information; (2) experiential learning, discussion, and reading to be their preferred methods of instruction; and (3) building their child's self-esteem and helping children do well in school to be the parenting topics of most interest. Results of the study are being used to plan parent education programs in the community. (The full-length English-language survey instrument is included.) (MDM)

ED 361 093 PS 021 634

Child Care and Education: The Critical Connection. Action Plan and Policy Statement.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Change Strategies; *Child Caregivers; Community Involvement; Day Care Centers; Early Childhood Education; Educational Change; *Educational Improvement; Educational Objectives; Elementary Education;

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; Early Childhood Education; Elementary Education; Financial Support; *Needs Assessment; Preschool Education; *Program Descriptions; Standards; *State Legislation; State Programs
IDENTIFIERS- *New Jersey; *New Jersey Child Care Advisory Council

The purpose of this report is to inform New Jersey legislators, the governor, and other public officials about the status of child care in the state and to make recommendations that include government and private sector activities. An introductory section describes the structure of the New Jersey Child Care Advisory Council (CCAC) and lists the council's members. A section on highlights of the CCAC's 1992 activities describes various projects that the council has supported, lists laws and proposed legislation that it has supported and opposed, and provides the names of guest speakers at its regular meetings. A section on recommendations reviews 6 general categories and 42 specific recommendations made by the CCAC in 1988 and discusses the progress made on each. A final section lists child care and legislative priorities for 1994. Appendixes include: (1) a copy of the legislation creating the CCAC; (2) a fact sheet of the CCAC's organization and activities; (3) a fact sheet on child care in New Jersey; (4) a list of frequently-used abbreviations; (5) a list of state child care-related legislation signed into law through February 1993; and (6) a listing of former council members, designees, liaisons, and staff. (MDM)

ED 361 113 PS 021 719

Woodward, Karla A.
Elementary School-Based Adopted Grandparent Programs: Combining Intergenerational Programming with Aging Education.
PUB DATE- 6 Mar 93
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Gerontology in Higher Education (19th, Louisville, KY, March 6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging Education; Elementary Education; *Elementary School Students; *Intergenerational Programs; *Older Adults; Program Administration; Program Descriptions; Program Design; *Program Development; Program Implementation; *School Community Programs; School Role; Volunteers

The Grandpals program at Oak Hill Elementary School in Overland Park, Kansas, meets teachers' needs while providing successful intergenerational programming. The first step in developing a program like Grandpals is to determine program goals, objectives, and theme. A next step is to determine the two populations to be involved. For example, whole schools can adopt entire groups of older adults, or single classrooms can adopt voluntary residents in a long-term care facility. In any case, the population of elders should be able to communicate easily and interact cooperatively with children. The facility chosen must meet criteria related to staff commitment, proximity to the school, and similar socioeconomic status of residents and students. Partner alliances between the facility

039.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Tests; Credits; Educational Opportunities; Educational Policy; *Graduation Requirements; Higher Education; High School Equivalency Programs; *Late Registration; *Migrant Education; Migrant Programs; *Parent Participation; Parent Student Relationship; Secondary Education; *Withdrawal (Education)
IDENTIFIERS- *Credit Accrual; Migrant Student Record Transfer System; *Texas

The purpose of this manual is to orient staff members who will be training migrant parents in the area of secondary credit exchange and accrual. The goal is to improve the graduation rate of migrant students in Texas. The following information is covered: (1) late entry and early withdrawal policy options; (2) state and federal laws affecting migrant students; (3) supplemental migrant services; (4) district instructional programs that migrant students may be eligible for; (5) an overview of standardized test score reports including the Texas Assessment of Academic Skills; (6) an overview of the Migrant Student Record Transfer System and the Texas Student Record Transfer System; (7) graduation requirements; (8) postsecondary education opportunities available to migrant students, including college and university programs, various degree options, and financial aid; (9) economic trends and projections for job opportunities, including educational requirements; (10) school recovery options, such as General Education Development, High School Equivalency Program, and adult basic education; and (11) discussion of cultural myths and realities, emphasizing the importance of students completing high school and the significance of parent expectations and participation in their child's education. (LP)

ED 361 132 RC 019 095

de Varona, Frank; And Others
Hispanics in U.S. History. Volume 1: Through 1865. Volume 2: 1865 to the Present. The Newcomers Series.
PUB DATE- 89
NOTE- 219p.; A separately published "Teacher's Answer Key" covering both volumes is also available.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- American Indian History; Answer Keys; Hispanic American Culture; *Hispanic Americans; *History Instruction; History Textbooks; *Latin American History; Map Skills; *Mexican American History; Secondary Education; *United States History; Units of Study
IDENTIFIERS- Mexico; Native Americans; United States

Each of these two textbooks on Hispanic-American history contains 4 units divided into 20 chapters. Each chapter includes an overarching question; text; reading comprehension questions; study tips; an activity involving geography skills, links between past and present, or daily life; an activity involving arts and technology or using primary sources; a short

Materials; *Rural Areas; Rural Education; Users (Information)
IDENTIFIERS- *AGRICOLA

This bibliography contains 159 entries related to information dissemination in rural areas and the role of rural libraries in accessing information. The entries were derived from the AGRICOLA database produced by the National Agriculture Library (United States Department of Agriculture) and cover such topics as information needs in rural communities, library and information services, related rural extension activities, data needs for rural development, and new technology. Citations in this bibliography were entered in the AGRICOLA database between 1979 and 1992. Each entry includes title, author, publisher, publication date, journal, language, descriptors, and the National Agriculture Library call number. Also included are indexes by author and subject and information about interlibrary loan from the National Agriculture Library. (LP)

ED 361 151 RC 019 288

Shimmons, Jonathan, Comp.
Innovative Approaches in Rural Education. Rural Information Center Publication Series, No. 22.
PUB DATE- Apr 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Curriculum Development; Distance Education; *Educational Cooperation; *Educational Finance; *Educational Strategies; *Educational Technology; Elementary Secondary Education; Organizations (Groups); Periodicals; Program Descriptions; Resource Materials; *Rural Education; *Special Education; Special Needs Students

This bibliography provides an introduction to literature regarding strategies for educational improvement within the rural context. Ninety-three journal articles and books cover the following areas: (1) curriculum design and teaching methods, including research reports, case studies of improvement programs, and manuals used in implementing or evaluating changes in curriculum and teaching; (2) educational finance; (3) cooperative partnerships between schools, local businesses, and community services; (4) educating students with special needs; and (5) education and technology. Each entry consists of title, author, publisher, publication date, a brief description, and, when appropriate, call numbers from bibliographic databases such as AGRICOLA and ERIC. Also included are listings of videocassettes and periodicals related to educational improvement and the names and addresses of organizations and regional educational laboratories devoted to educational improvement. (LP)

ED 361 152 RC 019 289

Trostle, Lawrence C.
The Stoners: Drugs, Demons, and Delinquency. Garland Series, Cults and Nonconventional Religious Groups: A Collection of Outstanding Dissertations and Monographs.
PUB DATE- 92
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Delinquency; Demography; Educational

*Problem Solving
IDENTIFIERS- Glen Canyon Dam; Middle School Students

This paper presents Rowland's Ways of Knowing and Decision-making Model for curriculum development and how it can be applied to environmental education curricula. The model uses a problem solving approach based on steps of: (1) coming to know the problem through the ways of knowing of the disciplines and personal knowledge; (2) proposing solutions to the problems using the applied disciplines; and (3) using an ethical/moral framework for evaluating the proposed solutions and choosing one for personal action. An example is provided from a seventh grade class that investigated the issues surrounding the Glen Canyon Dam controversy through the study of native and exotic plants, endangered fish and their habitat requirements, fishing techniques used in the river, the biology of the area before the dam was built, and general ecological principles. (MDH)

ED 361 169 SE 053 504

Burgon, Jacky; Boyd, Sally
The Use of "The Forest Kit" in Schools. Forestry Insights. A Report.
PUB DATE- 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Evaluation; Elementary School Teachers; Elementary Secondary Education; *Environmental Education; Foreign Countries; *Forestry; Mail Surveys; Measures (Individuals); Questionnaires; Secondary School Teachers; *Teacher Attitudes; Teacher Behavior; *Teacher Characteristics
IDENTIFIERS- *New Zealand

"Te Ngahere, The Forest" is a kit comprised of a teacher's guide, activity cards, a resource book, a poster, and a picture pack to inform New Zealand students of forest and forestry in New Zealand. This document reports results of a mail survey to determine the number of teachers and schools with knowledge of the kit, the extent of that knowledge, the use of the kit, and the method in which teachers heard about the kit. Of the teachers surveyed in a stratified random sample of teachers in the country's 11 education districts, 66% of the primary and 47% of the secondary teachers responded. Conclusions from the primary teacher survey were that the response to the kit was acceptable, the teachers were positive about the kit content and format, the kit is used differently from intended use, and the impact on the students could not be ascertained. Conclusions from the secondary teacher survey include that the picture was not clear, the use of the kit is less widespread than among primary teachers, the teacher response of those who used the kit was positive, teachers appear to use the kit for less time, and the kit was most often used in science classes. Appendices contain copies of the primary and secondary surveys; a comparison of national and sample school characteristics; comparisons of primary and secondary response samples and national characteristics; responses to primary open-ended questions; and responses to secondary open-ended questions. (MDH)

ED 361 170 SE 053 506

Project Water Science. General Science High School Level.
SPONS. AGENCY- California; California State Dept. of Water

This paper reports a study designed to examine the types of behaviors students exhibit while conducting laboratory activities and assess the effectiveness of strategies students employ. The sample was 42 students enrolled in a physics lab section at a single university. Three types of data were collected: (1) observational data during the lab sessions, (2) interviews, and (3) written assignments. The data collected through the observations revealed five different categories of strategies: integration, completion-of-task, calculation, observation, and social interactions. Integration was defined as the group of strategies that students used in attempting to relate the laboratory task to theory or prior knowledge. Task completion is the set of strategies used to get through the various tasks to collect data. Calculations referred to finding and using mathematical formulae. Observation contained two strategies: selective attention and data verification. The last category, social interactions, contained two sub-categories: task distribution and disagreement resolution. (PR)

ED 361 188 SE 053 594

Barba, Robertta H.
A Social Reconstructionist View of the History of Earth and Space Sciences.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Earth Science; Racial Bias; Science Curriculum; Science Education; *Science History; Secondary Education; Secondary School Science; Sex Bias; *Social Change; *Space Sciences; *Textbooks

Traditionally, earth and space sciences have been taught in American schools from a Eurocentric and/or androcentric viewpoint. In the past, emphasis in earth and space science curricula in schools has been placed on "the scientific method" and on "famous men in science." This view of the history of earth and space sciences excludes the contributions of many culturally diverse individuals and groups from history (Pearson & Bechtel, 1989) and deprives children of vitally needed role models. One goal of science education, including earth and space science education, as expressed in "The Liberal Art of Science," is "to increase the numbers of women, Blacks, and Hispanics who major in natural sciences and pursue science and science-related careers" (American Association for the Advancement of Science, 1990). Actualization of this goal will require that culturally diverse children be involved in learning and doing science. This paper seeks to examine the historical roots of earth and space sciences as they are presented in currently used earth and space science textbooks in American public schools and to propose a culturally transforming model for those curriculum materials. (Author)

ED 361 189 SE 053 595

Black, Carolyn B.
Scientific Inquiry: A Bridge.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching, (Atlanta, GA, April 15-19, 1993).

Hennessey, M. Gertrude
Students' Ideas about Their Conceptualization: Their Elicitation through Instruction.
PUB DATE- Apr 93
NOTE- 40p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Communication; Cognitive Development; Cognitive Processes; *Concept Formation; Constructivism (Learning); Discussion (Teaching Technique); Elementary Education; *Elementary School Students; Longitudinal Studies; *Metacognition; Schemata (Cognition); *Science Instruction; Scientific Concepts; *Student Attitudes

Project META (Metacognitive Enhancing Teaching Activities) is a 3-year naturalistic case study designed to explicitly enhance the metacognitive capabilities of learners in order to illuminate the nature of metacognitive interactions among elementary students and to describe the impact this type of enhancement has on the formation of students' conceptual knowledge. This study discusses the preliminary findings of the first year's data in which the classroom interaction and development of physical science concepts of six cohorts of students, grades 1-6, were studied. The study examines how metacognition can be promoted in individual science students, the role of classroom discourse in facilitating the development of metacognition, the nature of metacognitive processes, and the role of metacognition in promoting conceptual knowledge development in the elementary science classroom. Selected samples of discourse from six different grade levels illuminated the nature of metacognitive interactions among elementary students. Data analysis indicates that: (1) students can provide extensive and varied evidence of their metacognitive capabilities; (2) students become more capable of being metacognitive over time as evidenced by comparisons of metacognitive discourse taken from second, third, and fourth graders; (3) a qualitative difference in the types of metacognitive statements is produced by the students; and (4) conceptual changes took place in the learners as indicated by the students' statements. Contains 33 references. (MDH)

ED 361 210 SE 053 636

Pankratius, William J.
The Constructivist Transformation of a Preservice Teacher's Views on Teaching Creationism and Evolution.
PUB DATE- Apr 93
NOTE- 9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; Beliefs; Case Studies; *Constructivism (Learning); *Creationism; *Evolution; Higher Education; High Schools; Preservice Teacher Education; Schemata (Cognition); *Science Instruction; Science Teachers; *Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Preservice Teachers

Establishing a Moscow-Florida Middle School Cross-Cultural Linkage for Global Environmental Collaboration.
PUB DATE- May 93
NOTE- 118p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; Creative Thinking; Critical Thinking; *Ecology; *Environmental Education; Futures (of Society); *Global Approach; *Intercultural Communication; International Cooperation; Junior High Schools; Junior High School Students; Learning Strategies; Middle Schools; *Problem Solving; Questionnaires; Secondary School Teachers; Student Attitudes
IDENTIFIERS- *Broward County Public Schools FL; Environmental issues; Environmental Problems; Global Education; Middle School Students; *Russia (Moscow)

To prepare students for the 21st century, students must be taught not only how to think, but also to think from a global perspective. As an extension of the Sister Schools Project of Dade County, Florida, this practicum centered on developing a Moscow-Florida, cross-cultural educational linkage between a school in Moscow, Russia, and a middle school in South Florida. Dealing with shared environmental concerns, Moscow and Florida teachers collaborated to develop curriculum resources, strategies, techniques and activities to identify common global environmental concerns and to find possible solutions to these concerns. A major joint identified concern was the effect of global ecological imbalance on human health and disease. Educators from both schools engaged students in the cognitive processing skills of critical and creative thinking and in exploring the affective areas of attitudes, feelings and values. After inservice training on the teaching strategies of critical thinking and creative thinking skills, Florida teachers demonstrated a 21 percent increase in the actual teaching of these skills. While unable to establish an on-line telecommunications system between the sister schools, the sharing of ongoing correspondence was accomplished through the conventional methods of letter writing, faxing, telephoning, and personal delivery from persons traveling between the two countries. The results of this sharing and research were videotaped in an Earth Summit simulation and a jointly produced newsletter which included results of community surveys, creative writings, cultural art, pen friend correspondence and research results. The significance of this practicum resulted in the implementation of a project among educators from two diverse cultures which demonstrates that mutual respect and understanding can be established by working on a common concern. Seventeen appendices include questionnaires and survey results. (Author/MDH)

ED 361 230 SE 053 828

Brody, Michael J.
Student Understanding of Water and Water Resources: A Review of the Literature.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..."

are related by blood, marriage, adoption, or other legal arrangements; (2) two or more people living together who pool their incomes to make joint expenditure decisions; or (3) a person living alone or sharing a household with others, but who is financially independent. Overall, 57% of consumer units interviewed contributed 2 percent of their before tax family income to religion, charity, education, and politics in 1988-89. As income and educational levels increased, so did the percentage of contributors and the dollar amount of median contribution. Because many consumer units did not make cash contributions, whereas some contributed a great deal, the median statistic better describes contribution level. (DK)

ED 361 249 SO 022 958

Hargroder, Margaret
Women in Louisiana: National and Gender Comparisons.
PUB DATE- 92
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Citizen Participation; College Faculty; Community Services; Comparative Analysis; Elementary School Students; Elementary School Teachers; Elementary Secondary Education; *Employment; *Females; Higher Education; Males; Postsecondary Education; *Racial Differences; Secondary School Students; Secondary School Teachers; Sex; *Sex Differences; Social Science Research; Tables (Data); *Womens Education
IDENTIFIERS- *Louisiana

This study focuses on the current status of women in Louisiana, making gender, national, and historical comparisons as data were readily available within the timeframe of this investigation. The research aims to identify: (1) statistical gender differences in available measures of education, employment, and other forms of social participation; (2) issues relevant to women; and (3) in-state resources for women. Utilizing statistics available through government offices, published documents, and other literature, the study is divided into sections on the general population, employment, other forms of social participation, concerns of women, resources for women, and education. The section on education is further divided into: (1) elementary and secondary school participation, (2) postsecondary school participation, and (3) teachers and administrators in public education. In the section on general population, it is found that women outnumber men in both the nation and the state in patterns that are similar. The median ages of both men and women are lower in Louisiana than the nation, with women having a higher median age than men. Women recently have had higher rates of high school completion, but, historically, have less educational attainment than men. Women recently comprise a larger proportion of enrollment in U.S. and Louisiana higher education. Female participation in employment has increased, with women, in 1989, comprising 52% of the national and 40% of the state labor force. The rate of Louisiana women in professional, technical, and managerial occupations has increased steadily to a near proportionate level. However, the rate of women in management and administration remains disproportionate. A set of resources specifically dedicated to the support of women are identified along with phone numbers of state resources. Contains 24 references. (DK) developed as part of a state-wide response to legislated entry and exit standards for teachers in elementary and secondary schools. An introduction describes the regulations and Executive Orders which are the basis for the guide, and the conference at which it was developed. Following this is a section on the elements of assessment in history and social sciences that outlines and describes unity of purpose among the diversity of programs, the importance of multiple measures, assessment design, and scheduling. the next section, on areas of competence, establishes two categories--first, generic competencies, which are fundamental to all disciplines and, second, competencies specific to the social sciences and history, which cover the following topics: knowledge of world, American, and California history; geography; government and political science; economics; anthropology, psychology, and sociology; ethnic studies; and women's studies. The next section, on sources of information for assessments, discusses the diverse academic backgrounds of prospective teachers, general guidelines and instruments of assessment. The third section offers two model assessment formats with diagrams. Recommendations related to resource and administrative issues are presented next. A final section offers recommendations for advising. Contains eight references. (JB)

ED 361 269 SO 023 290

Resource Guide: Subject Matter Assessment of Prospective Art Teachers. Report of the California State University Workgroup on Assessment of Prospective Art Teachers.
PUB DATE- Oct 89
NOTE- 59p.; This document is part of a collection produced under the auspices of the California State University Institute for Teaching and Learning. The CSU/ITL, created in 1988, facilitates a 20-campus system-wide network of faculty affiliates in response to the demand for improved teaching and learning in the college classroom. For related documents, see SO 023 285-286.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Art Education; Art Teachers; Assessment Centers (Personnel); Competency Based Teacher Education; *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; Evaluation Methods; Higher Education; Knowledge Level; Measures (Individuals); Models; *Secondary School Teachers; State Standards; Teacher Education; *Teacher Evaluation; Teaching Skills; Vocational Education
IDENTIFIERS- *College Teaching and Learning Collection

This publication, the result of a series of conferences held between April and October 1989, is a guide to assessing the competence of prospective art teachers in the California public schools. The guide was developed as part of a state-wide response to legislated entry and exit standards for teachers in elementary and secondary schools. An introduction describes the regulations and Executive Orders which are the basis for the guide, and the conference at which it was developed. The opening section, "Principles of Assessment in Art," lists eight key questions and addresses the issues raised in each in detail. The second section, "Areas of Competence," establishes two categories--first generic competencies which are fundamental and, second, components of art subject area expertise (art production, art criticism, art history, and

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; Consortia; Early Childhood Education; *Educational Change; Educational Technology; Elementary Secondary Education; Higher Education; Institutional Mission; Mathematics Education; Minority Groups; Multicultural Education; *Needs Assessment; Schools of Education; Science Education; *Social Change; *Student Attitudes; *Student Behavior; Student Characteristics
IDENTIFIERS- *Collaboration for Improvement of Teacher Educ; *Reform Efforts

The Renaissance Group, a consortium of 19 universities, was created in 1989 to improve the education of teachers and to facilitate efforts to reform teacher education nationally. One of the group's first priorities has been to analyze the growth of several largely environmental conditions such as the changing structure of the American family and the prevalence of aberrant student behavior, which are changing the face of classrooms today. The group contends that because socioeconomic changes have produced a new American student, school settings and the preparation of teachers must adapt accordingly, that meeting the challenge of the new American student should become a national priority, and that inadequate attention by educators and reformers to the special characteristics and needs of this new generation of students may be the weak link in the solution to the problem of educational reform. This booklet identifies and analyzes the following priority areas of need: (1) early childhood education; (2) science and mathematics education; (3) minority and multicultural programs; (4) instructional technology; and (5) interagency collaboration. Appendices provide a list of Renaissance group member institutions, and 12 key principles which, the group believes, undergird effective teacher education programs. (LL)

ED 361 290 SP 034 624

Hofford, Craig W.; Cate, Jean
Comprehensive School Health Programs: Striving for Excellence in an Environment of Competitive Budgeting.
PUB DATE- May 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Child Health; Educational Objectives; Elementary Secondary Education; Federal Legislation; *Financial Support; *Health Education; Health Programs; *Health Promotion; *Program Development; *School Health Services
IDENTIFIERS- America 2000; *Comprehensive School Health Programs; *National Education Goals 1990

Health promotion includes those strategies that reinforce the maintenance of healthy lifestyle behaviors and discourage the use of unhealthy lifestyle behaviors. Health promotion strategies are gaining momentum in the United States. Three of the six "America 2000" education goals have health-related implications, specifically the goals relating to all children starting school ready to learn, increasing the high school graduation rate to 90 percent, and freeing every school of drugs and violence. The establishment of these goals, combined with the Healthy Students-Healthy Schools Act (1992) and increased funding sources, provides strong initiatives to bring about change. These initiatives call for development of a

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Case Studies; Context Effect; Elementary Secondary Education; *Environmental Influences; Interviews; *Physical Education Teachers; *Teacher Attitudes; *Teaching Conditions

This study sought to understand how first year physical education teachers perceived their workplace, how they believed it affected their first year of work, and how they understood the role of that workplace in shaping their induction into the social and organizational context of the school. Interviews were conducted with 12 physical education teachers who had completed their first year of teaching at the elementary or secondary level. Results of the study are reported in two sections. The first provides profiles of 2 of the 12 participants and how their particular workplaces operated to shape their first year of teaching. The second section summarizes the themes identified as common to all participants. Five workplace factors were identified as being the most salient characteristics common to each case. They included: the physical education facilities, the presence or absence of teaching colleagues, the scheduling of physical education classes, the community environment, and the students. Important contextual factors were also identified, such as the status of physical education in the schools, the teachers' sense of efficacy, the testing of values, and the realities of the school as a social institution. (Contains 36 references.) (JDD)

ED 361 309 SP 034 696

New Hampshire Educators' Handbook: A Guide for Developing HIV/AIDS Curriculum and Policy.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- Dec 90
NOTE- 131p.; For a related document, see SP 034 697.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Community Role; *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; Federal Legislation; Health Education; Health Promotion; Parent Participation; *Policy Formation; Resource Materials; *School Districts; School Role; State Curriculum Guides
IDENTIFIERS- *Comprehensive School Health Education; *New Hampshire

This handbook was developed to facilitate the task school districts face in developing and implementing effective Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) curriculum and policy. Organized into five sections, the guide begins with an introduction that includes the New Hampshire State Board of Education HIV/AIDS philosophy and goals, an updated version of "Surgeon General's Report on Acquired Immune Deficiency Syndrome" by the former Surgeon

Tarleton, Deena
Dimensions of Learning: A Model for Enhancing Student Thinking and Learning.
PUB DATE- Aug 92
NOTE- 241p.; Ed.D. research project, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; *Change Strategies; Cognitive Development; Cognitive Measurement; Elementary Secondary Education; Higher Education; Learning Strategies; *Student Behavior; *Teacher Behavior; Teaching Methods; *Teaching Models; *Thinking Skills
IDENTIFIERS- Teacher Researchers

This project examines the development of programs and strategies to help teachers include a variety of instructional behaviors that will, in turn, stimulate many kinds of student thinking. A voluntary group of teachers formed study teams to learn the Dimensions of Learning Model and implement strategies from the model in their classrooms. The first stage of the project was to assist the group in permanently changing their teaching behaviors. The second stage, reported in this document, was to assess the effect of the model's implementation on student thinking and learning. Several forms of assessment including videotaping, retention tests, questionnaires, application tests, and standardized tests were utilized. Results were compared with those of similar students in control groups who had not experienced strategies from the model or against preimplementation data from students in the experimental groups. In most cases, the experimental group achieved significantly better than the control group; in some cases no significant difference was shown; and in no case did the control group show better achievement. Twenty appendixes comprise approximately half the document. (Contains 34 references.) (LL)

ED 361 327 SP 034 731

Fountain, Cheryl A.; And Others
A Clinical Continuum: Integrating Preservice and Inservice Educational Delivery Systems.
PUB DATE- 93
NOTE- 13p.; Paper presented at the International Conference on Teacher Education (Tel Aviv, Israel, June 27-July 1, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; *College School Cooperation; Educational Change; *Educational Principles; Elementary Education; Field Experience Programs; Higher Education; Inservice Teacher Education; Internship Programs; Partnerships in Education; *Preservice Teacher Education; *Program Development; School Restructuring; Teacher Role; Urban Schools
IDENTIFIERS- *AT and T Alliance for Tomorrows Teachers; Florida; Professional Development Schools

The American Telephone and Telegraph Company (AT&T) Alliance for Tomorrow's Teachers is a collaborative effort among the University of North Florida, Florida Community College at Jacksonville, the Clay and Duval County (Florida) school systems, and the Clay and Duval County teachers' unions. The

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; Business; Equations (Mathematics); *Error of Measurement; *Estimation (Mathematics); *Mathematical Models
IDENTIFIERS- *Covariation; Nonmonotonic Covariates; *Randomized Response Technique

The use of a covariate for randomized response (RRT) research has been shown to reduce standard errors of sensitive trait proportion estimates. At the same time, the model has been shown to be subject to serious misspecification when the relationship between the covariate and the sensitive trait is non-monotonic. The RRT covariate model is adapted to the non-monotonic case, and the efficacy of this approach is demonstrated through the analysis of a set of data from a business school study of bluffing behavior by business executives. Approximately 500 executives from a broad range of industries participated in a study of their tendencies to bluff when announcing a price increase. While the study does not develop a general non-monotonic covariate RRT model, it shows the potential utility of alternatives to the standard covariate approach and the reasonableness of attempting a non-monotonic model through the demonstrated capacity of the merged logistic function to estimate the sensitive trait proportions more precisely. Three tables present analysis results. (Contains 5 references.) (SLD)

ED 361 347 TM 020 397

Ferron, John
Suggested Solutions to Problems Facing the Use of Randomization Tests with Single-Case Designs.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Data Analysis; *Research Design; Research Methodology; Test Construction; *Test Use
IDENTIFIERS- Power (Statistics); *Randomization; Randomized Experiments; *Responsive Design; Single Subject Designs

Randomization tests have been suggested as a method for analyzing the data from single-case designs. This paper explores three concerns which have arisen: the nonresponsive nature of randomization tests, the appropriateness of specific test statistics and the power of these tests. An example is given to illustrate how partial control can be given to the researcher so that a design can be responsive and incorporate random assignment. A general test statistic is given that can be used when the researcher is unsure of the specific nature of the treatment effect and thus uncomfortable with the specific test statistics typically employed. Finally a method of combining types of randomization is given to provide a way of increasing the number of assignments and the power of the randomization test. (Author)

ED 361 348 TM 020 399

Bush, M. Joan; Schumacker, Randall E.
Quick Norms with Rasch Measurement.
PUB DATE- Apr 93

LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Average Daily Membership; Educational Trends; *Elementary School Students; Elementary Secondary Education; Enrollment; Enrollment Trends; *Minority Group Children; Public Schools; School District Size; *School Statistics; *Secondary School Students; *State Surveys; *Student Characteristics; Trend Analysis; *Urban Schools
IDENTIFIERS- *Colorado; Educational Information

Information collected from the public school districts of Colorado was used to prepare the tables of this report and the accompanying introduction, which summarizes trends in pupil membership. In the fall of 1992, there were 612,635 students in Colorado public schools. This was the third year of substantial increase in enrollment, and was the largest total in Colorado history. Elementary school pupil membership increased by 2.9 percent over 1991 and by 25.3 percent over 1983, and secondary school student membership increased by 3.8 percent over 1991 and declined by 7.7 percent from 1983 to 1989. Between 1983 and 1992, minority enrollment increased by 30.2 percent, with minority groups representing 25.5 percent of the fall student membership. The largest school districts grew larger, and accounted for 55.1 percent of the total state growth in membership. Denver metropolitan area schools include 53.9 percent of the total state enrollment. The 1992 student/teacher ratio of 18.3 to 1 reflected the increase in student population. The graduation rate for 1992 of 79.9 percent was larger than that of 1991 by 1.0 percentage point. Nine tables present data on student enrollment and characteristics. (SLD)

ED 361 366 TM 020 449

McAllister, Gary S.
Student Outcomes Assessment. A Report Submitted to the Administration of Salem-Teikyo University.
PUB DATE- Feb 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; College Entrance Examinations; *College Students; Culture Fair Tests; *Educational Assessment; Educational Change; Educational Improvement; Educational Planning; Evaluation Methods; Foreign Countries; Higher Education; Models; *Outcomes of Education; *Student Evaluation; Teaching Methods; Test Bias; *Universities
IDENTIFIERS- Alverno College WI; Japan; Japanese People; Johnson County Community College KS; *Salem Teikyo University WV; *Student Outcomes Assessment Plan; University of Tennessee Knoxville; Winona State University MN

Salem-Teikyo University (STU) (West Virginia) has been charged with developing a student assessment plan to be fully implemented by 1995. This report is a first step toward this plan, presenting the perspective, paradigms, possibilities, and a proposal for the assessment of student outcomes. The perspective advocated is that of the Center for Assessment Research and Development at the University of Tennessee (Knoxville). The paradigms (models) for the assessment can be derived from the assessment processes of other institutions, including the following: (1) the University of Tennessee (Knoxville); (2) Alverno College (Wisconsin); (3) Johnson County Community College (Kansas); and (4) Winona State

Writing.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Females; Foreign Countries; Grade 6; Inferences; Intermediate Grades; *Learning Processes; *Metacognition; *Revision (Written Composition); *Writing (Composition)
IDENTIFIERS- *Self Regulated Learning; Switzerland; *Text Transformation

A conceptual framework is presented for studying the processes of metacognitive regulation involved in complex learning activities such as text composition. A method is demonstrated for analyzing text transformations as a means of making inferences about underlying processes of regulation. Data are from a study of four female sixth graders in Switzerland (two high achievers and two medium achievers) writing informative texts for a school exhibit. The analysis focuses on transformations introduced by each subject as she passed from notes to the initial text draft. Transformations are such things as addition or deletion, replacement, or change of location of information in a text. Data show that subjects made minimal use of all types of transformations, but that higher achieving students do show greater mobility in deployment of these tools. Results suggest that high-achieving students vary the type of transformation to obtain a wide range of optional transformations, while middle-achieving students carry out relatively more conventional transformations using predominantly simple means. The study shows how the analysis of text transformations can be used to make inferences about the underlying operations of metacognitive regulation involved in writing. Two figures and three tables illustrate the study findings. (Contains 10 references.) (SLD)

ED 361 385 TM 020 485

Azar, Marie; And Others
Sit Beside Me... Macomb Portfolio Project, 1990-93.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annotated Bibliographies; *Educational Assessment; Educational Cooperation; Educational Researchers; Elementary Education; *Elementary School Teachers; Models; *Portfolios (Background Materials); School Districts; Student Evaluation; *Teacher Role
IDENTIFIERS- *Macomb Intermediate School District MI; Performance Based Evaluation; Teacher Researchers

This document was written by teachers and consultants who participated in a 3-year elementary school portfolio assessment project involving 13 school districts in Macomb County (Michigan). The goal of the Macomb Portfolio Project, initiated in 1990, was to develop portfolio assessment models through collaboration using the teacher-as-researcher approach. During previous AIR Forum papers have presented some of the statistical and graphical methods used for TQM. This paper, the third in the series, first discusses some of the statistical and graphical methods used by practitioners of Total Quality Management but which are also useful to institutional research in general. It then introduces Taguchi methods of evaluation, including information on the availability of supporting computer software programs. The concept of "conversational" as opposed to "listening" or passive statistical and graphical techniques is pursued. In particular, the paper considers general statements about experimental designs by noting a case study (a manufacturing application) and including some factorial designs using the Taguchi methodology of orthogonal arrays. Supportive computer software designed for use in developing and analyzing experimental designs, Taguchi methods, and their associated graphics are identified. Contains 24 references. (GLR)

ED 360 942 HE 026 681

Snyder, Julie K.; And Others
Faculty Salary Equity: Issues and Options. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Comparable Worth; Compensation (Remuneration); *Evaluation Methods; Higher Education; Legal Responsibility; Models; *Multiple Regression Analysis; *Salary Wage Differentials; *Sex Fairness; *Teacher Salaries
IDENTIFIERS- *AIR Forum

This paper presents a multi-phased approach to identifying and correcting gender-based salary inequities within institutions of higher education. The major steps in this approach involve: (1) determining if a problem situation exists by using a conceptually sound, objective procedure that does a legal and effective job of explaining faculty salaries; (2) developing feasible adjustment strategies if inequities exist which solve or improve the situation; and (3) implementing corrective actions and establishing a monitoring process that is consistent with the culture and values of the institution. The paper focuses on the issues surrounding the development of a salary equity study using regression analysis. This is not only a common methodology for identifying the location and magnitude of problems related to faculty salaries, but is also being increasingly used by both plaintiffs and defendants in salary discrimination litigation. The paper concludes with a discussion of the implementation issues that exist that may present themselves during the process. Contains 29 references. (GLR)

ED 360 943 HE 026 682

Terenzini, Patrick T.; And Others
The Transition to College: Diverse Students, Diverse Stories. AIR 1993 Annual Forum Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 93

Education; Information Retrieval; Information Sources; *Library Collections; Library Services; Reference Materials; Research Tools; *Resource Materials
IDENTIFIERS- *African Americans; *University of Tennessee Knoxville

This guide is designed to provide information for both beginning and advanced students in African American studies at the University of Tennessee, Knoxville (UTK). Although by no means a definitive list of sources, it can provide a starting point and remind students of the many disciplines in which one can study the achievements of black Americans. In general, indexes and reference sources are listed for the following categories, with additional sources detailed when available: (1) general reference sources; (2) biographies; (3) current events; (4) government publications; (5) statistics; (6) armed forces; (7) art; (8) education; (9) history; (10) literature; (11) music; (12) political science; (13) psychology and sociology; (14) religion; (15) business; and (16) science and technology. In all, 275 sources are listed. (SLD)

ED 360 961 IR 054 635

Raish, Martin
Network Knowledge for the Neophyte. Stuff You Need To Know in Order To Navigate the Electronic Village. Version 3.0.
PUB DATE- 31 Mar 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Networks; *Electronic Mail; Information Dissemination; *Information Networks; Information Technology; Information Transfer; Periodicals; *Teleconferencing; Workshops
IDENTIFIERS- *Internet

This guide was created to accompany workshops on learning to use electronic networks. It is less than a complete introduction to networks, but is a good tool for those learning to use them. An introduction defines networks, discusses the most important of them, and provides other useful concepts. Understanding and using electronic mail are reviewed, and discussion groups are introduced. The etiquette of network use and how to transfer material are discussed. Five useful bibliographies are attached, listing: (1) network guides and books (6 sources); (2) network guides and file transferable documents (14 sources); (3) periodicals (3 sources); (4) library guides (3 sources); and (5) other "good stuff" (5 sources). A list of seven directories of computer discussion groups is included. (SLD)

ED 360 962 IR 054 636

New Mexico State Library Rural Services Study.
PUB DATE- Sep 92
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Bookmobiles; Cost Effectiveness; Library Collections; *Library Services; Mail Surveys; Mobile Educational Services; Outreach Programs; *Public Libraries;

Sciences; Users (Information)
IDENTIFIERS- University of Texas Austin

This class manual for "Information Resources in the Social Sciences," a class offered at the Graduate School of Library and Information Science of the University of Texas at Austin introduces the objectives of the course, an exploration of various fields in the social sciences and the English-language reference tools of the social science disciplines, including online databases and CD-ROM resources. After a session on general sources, class sessions focus on the following disciplines: (1) education; (2) sociology and social work; (3) psychology and political science; (4) business and economics; and (5) anthropology, history, and geography. Each unit contains source lists, quizzes, problem sets, and other information as needed. (SLD)

ED 360 983 IR 054 667

Native Peoples. A Guide to Reference Sources.
PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indians; Annotated Bibliographies; *Canada Natives; College Libraries; Ethnic Groups; Ethnicity; Ethnology; Foreign Countries; Higher Education; History; *Indigenous Populations; *Library Collections; *Reference Materials; Research Tools; *Resource Materials; Social Science Research
IDENTIFIERS- McGill University (Canada); *North America

This guide from McGill University (Quebec, Canada) emphasizes sources for ethnological research and includes materials reflecting concerns of social anthropology and historical approaches to the study of native peoples. Some government documents and map collections are included. Sources are arranged in the following categories: (1) handbooks and encyclopedias, 9 sources; (2) directories, 7 sources; (3) maps and atlases, 3 sources; (4) biography, 4 sources; (5) statistics, 7 sources; (6) current bibliography and periodical indexes, 6 sources; (7) retrospective bibliography, 102 sources; (8) manuscripts and archives, 7 sources; (9) theses, 6 sources; and (10) periodical lists, 4 sources. The retrospective bibliography section is comprised of items concerning catalogs of major library collections, general (North America and Canada), regional (Atlantic, Eastern/Central, Western, and Northern), and special subjects (arts and folklore, literature, education, government relations and self-government, medical and physical anthropology, impact of technology, and women). (SLD)

ED 360 984 IR 054 670

Thomas, Patricia
The User Interface of ERIC on the Macintosh: A Qualitative Study of Novice Users.
PUB DATE- May 93
NOTE- 143p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Bibliographic Databases; Educational Experience; Educational Research; Graduate Students; Higher Education; Interviews; Library Education; Microcomputers; *Online

ED 361 001 IR 054 693

Banks, Jennifer
Options for Replacing and Reformatting Deteriorated Materials.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jan 93
NOTE- 52p.; "One of seven in a series of Preservation Planning Program (PPP) resource guides" (Jutta Reed-Scott, Series Editor), see IR 054 689-695.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Books; Cataloging; *Decision Making; Higher Education; Library Collection Development; *Library Collections; *Library Materials; *Library Material Selection; Library Services; Microfilm; *Preservation; *Records Management; Repair; Research Libraries; Resource Materials
IDENTIFIERS- Book Restoration; Brittle Books; Document Handling; *Library Materials Conservation

This resource guide focuses on handling library materials that are too deteriorated to benefit from other preservation treatments. Hopeless case items, that would require an unreasonable amount of conservation work to fix, can be resolved through a process of reselecting items by replacing them or reformatting them. The reselection integrates preservation with collection development, acquisitions, cataloguing, circulation, and public service. The following articles are presented as guides to replacement and reformatting: (1) "Replacement for Brittle Items" (Emory University) and "Preservation Decision Making: A Descriptive Model" (Yale University) (Association of Research Libraries Office of Management Services); (2) "Brittle Book Preservation Policies" and "Replacement/Reformatting Options for Brittle and Missing Materials" (Columbia University Libraries); (3) "Cornell, Yale Advance with Digital Technologies" and "Special Report: Research on the Use of Color Microfilm" (Commission on Preservation and Access); (4) "RLG Preservation Microfilming Handbook: Operational Impact of Filming Projects on Library Units" (Nancy E. Elkington, Ed.); (5) "Preservation Microfilming" and "Preservation Decision Flow Chart" (Nancy Gwinn); and (6) "Preserving Harvard's Collections: The Acidic and Brittle Paper Problem and its Solutions" and "Preservation Workflow for a Worn, Damaged, or Deteriorated Book in the Research Collection" (Harvard University). A list of 13 selected resources recommends additional reading. (SLD)

ED 361 002 IR 054 694

Cloonan, Michele
Organizing Preservation Activities.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Mar 93
NOTE- 119p.; "One of seven in a series of Preservation Planning Program (PPP) resource guides" (Jutta Reed-Scott, Series Editor), see IR 054 689-695.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

Aid; Student Problems; *Tuition; Two Year Colleges; Two Year College Students; *Withdrawal (Education)
IDENTIFIERS- *Virginia Community College System

A study was conducted to measure the impact of the Virginia Community College System's (VCCS's) tuition increases on enrollment by randomly surveying students who had enrolled in the VCCS in fall 1991, but who had not enrolled for fall 1992. Some 76,191 of the 133,662 students enrolled in community colleges in fall 1991 did not re-enroll in fall 1992. Former students selected from six regions of the state to be surveyed completed telephone interviews. The 848 respondents who answered the question about the amount of their family income were the subjects of this study. Results of the study included the following: (1) the top reason students gave for not returning was not having the time for school; (2) only 15% of all students surveyed indicated that the cost of attending a community college was a factor in not returning; (3) overall, students with family incomes under $20,000 found tuition and fees to be an important factor in making the decision not to return; (4) 23% of students earning less than $20,000 cited the cost of attending college for not enrolling in the fall of 1992; (5) only 44% of those in the below $10,000 bracket and 36% of those in the $10,000-$19,999 bracket had applied for financial aid; (6) approximately 15% of low-income students probably eligible for financial aid did not apply for it; and (7) financial aid to students grew 43% between 1989-90 and 1991-92. Extensive data tables are included. (MAB)

ED 361 020 JC 930 398

Sydow, Debbie L.
A Plan for Revitalization: Maximizing Professional Development Opportunity. A Report by the VCCS Professional Development Task Force.
PUB DATE- Apr 93
NOTE- 288p.; Cover title reads "VCCS Professional Development."
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Faculty Development; Institutional Research; *Needs Assessment; *Professional Development; *Program Development; Program Improvement; School Surveys; Self Evaluation (Groups); Staff Development; State Programs; State Surveys; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

In October 1992, a task force on professional development was established to identify ways in which the Virginia Community College System (VCCS) could use professional development to enhance its educational programs and services. This report provides information on the development of the task force, discusses findings, and presents recommendations for professional development. The first part provides background information on the project, including the membership and goals of the task force; a definition of the term "professional development"; the project's rationale; and the national, statewide, and theoretical context of professional development. Part II discusses the findings of three studies conducted by the task force: (1) a survey of VCCS faculty, administrators, and staff to determine current professional activities and goals; (2) a survey of professional development approaches at VCCS colleges; and (3) a study of exemplary professional development programs. Part III provides the task force's recommendations for implementing a system wide professional

(141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Curriculum Design; *Curriculum Development; General Education; *Humanities; *Interdisciplinary Approach; Models; Outcomes of Education; Program Effectiveness; *Program Evaluation; Program Implementation; Relevance (Education); Summative Evaluation; Two Year Colleges; *Vocational Education
IDENTIFIERS- Fund for Improvement of Postsecondary Education

The National Council for Occupational Education (NCOE) and the Community College Humanities Association established the Shared Vision Task Force to examine the potential contributions of the humanities to occupational degree programs. In an effort to implement Task Force findings, NCOE selected the following five institutions to plan and implement model integrated humanities and occupational curricula: Clackamas Community College, in Oregon; Eastern Iowa Community College; El Paso Community College, in Texas; Seminole Community College, in Florida; and Southern Maine Technical College. The first year of the two-year project focused on planning and revising curricula for both humanities and occupational courses, while the second year focused on implementing and evaluating the curricula. Each site determined which occupational program it would revise and received funds for two semesters of release time for two faculty members, one from the humanities and one from a technical program. Evaluations were conducted of both project implementations through site visits and student outcomes via skills assessment instruments. Findings indicated that Southern Maine and Eastern Iowa were the most successful at integrating technical and humanities curricula, and that institutions with successful integration had increases in student performance. A handbook for Task Force consultants, a report of the contributions of the humanities to education, Task Force recommendations, a model site evaluation checklist, and a student awareness and skill assessment instrument are appended. (MAB)

ED 361 038 JC 930 418

Hamilton, John M.
Transfer Rates of Business Administration Majors at a Two-Year College.
PUB DATE- Jul 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); *Business Administration Education; Cohort Analysis; College Credits; College Outcomes Assessment; *College Transfer Students; Community Colleges; Educational Mobility; Grades (Scholastic); Higher Education; Longitudinal Studies; *Outcomes of Education; State Universities; *Transfer Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Transfer Rates (College)

Two studies were performed to examine the transfer rates of first-time freshmen in the Business Administration (BA) major at a public two-year college to senior colleges or universities in the University System of Georgia (USG). The first study tracked students for 4 years, beginning in fall 1988, and the second study tracked students for 3 years, beginning in fall 1989. Students being tracked were divided into four groups: those who had declared BA as their major, those who had earned a BA associate degree over the 3- and 4-year study periods, and both of the previous groups further limited to those students who most important issues facing the EICCD--political changes, educational challenges, job skills of the future, globalization, work force and demographic changes, health and health care, societal issues, volunteerism; (2) kindergarten through 12th grade education--high school graduation rates, illiteracy, drugs and violence, funding; (3) the global population--family planning, population growth and the environment, primary health care needs, gap between rich and poor, refugees; (4) the national population--1990 census data, immigration and state population projections; (5) the Midwest and Iowa populations; (6) the population and demographics of EICCD's service area; (7) Iowa's economic and employment future; (8) the United States economy--job markets, defense industry, environmental protection; and (9) the restructuring of the American workforce--temporary workers, joblessness, stress, and standards of living. In both volumes, references are listed with each update. (PAA)

ED 361 054 JC 930 442

Russell, T. Kevin
Follow-Up Survey of PVCC Graduates of the Class of 1991-92. Research Report Number 5-93.
PUB DATE- Sep 93
NOTE- 99p.; For the 1990-91 report, see ED 349 074.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Graduates; College Outcomes Assessment; *College Transfer Students; Community Colleges; *Education Work Relationship; Employment Patterns; Graduate Surveys; Job Satisfaction; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- Piedmont Virginia Community College

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, transfer to other institutions, and the effect of PVCC on careers and further education. Findings from the survey of 1991-92 graduates, based on responses from 46.4% of the 233 alumni surveyed, included the following: (1) nearly 45% of the respondents were employed full-time in jobs related to their field of study at PVCC, and most were either very satisfied (37.3%) or satisfied (50.7%) with their current jobs; (2) the mean annual salary earned by respondents was $22,549; (3) nearly 89% of respondents believed that PVCC provided excellent (41.7%) or good (47.2%) academic preparation for jobs; (4) almost all the respondents felt that they were better prepared (52.4%) or equally prepared (46%) compared to other new employees in the same field; (5) almost 50% of respondents who continued their education at four-year colleges or universities transferred to the University of Virginia; (6) the average grade point average of transfer students at four-year institutions was 3.278; (7) the majority of respondents felt that PVCC provided excellent (42.1%) or good (50%) preparation for transfer; and (8) most PVCC graduates attending four year institutions felt that the quality of instruction and grading practices were comparable at both schools, while PVCC students were less competitive, and PVCC faculty and staff were more friendly than their counterparts at four-year institutions. Extensive data tables,

Childhood Education; *Economic Factors; Economic Impact; *Economic Status; *Family Characteristics; Family Income; Family Structure; Test Validity
IDENTIFIERS- *Child Care Costs; *Standard of Living

Child care costs place a heavy burden on working families with young children. This study investigated relationships among income, cost of living, and child care costs in families who purchased center-based child care. Subjects were 720 families from Massachusetts, Georgia, and Virginia. Parents were interviewed separately to obtain information on income, employment, child care costs, family structure, child rearing styles, attitudes, role expectations, and subjective measures of individual and family well-being. Median and per capita incomes for the sample were calculated, and a standard of living index was established for comparison with 1990 census data on populations of families with children. Analysis revealed that the standard of living of families who can afford child care was significantly higher than the average standard of living from families with children in all three states. Single parent and ethnic minority families had a much lower standard of living, especially when they had more than one child. The study demonstrated the reliability, for cross-geographical comparison, of the standard of living index as an objective measure of family economic welfare. (Contains 12 tables/figures.) (MM)

ED 361 073 PS 021 577

MacDonald, Christine D.
Children's Awareness of Their Social Behaviors.
PUB DATE- 25 Mar 93
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Students; Interpersonal Competence; *Peer Relationship; *Perspective Taking; *Self Concept; *Social Behavior; *Social Cognition; Sociometric Techniques
IDENTIFIERS- Sociometric Status

This study examined children's awareness of peers' perception of them in three areas of social behavior: Sociability-Leadership, Aggressive-Disruptive, and Sensitive-Isolated. Subjects were 175 first- through fifth-grade students who evaluated same-sex classmates using the standard version of the Revised Class Play (RCP) behavior nomination measure. Subjects also completed a perspective-taking version of the RCP, which measured subjects' beliefs about peer perceptions of their behavior. In addition, students evaluated same-sex classmates using standard sociometric nominations and ratings. Based on these data, students were assigned to five sociometric status groups: popular, rejected, neglected, controversial, and average. Results indicated that RCP scores (peer evaluations) significantly added to predictability over and above gender, grade, and sociometric status for awareness of both Sociability-Leadership and Aggressive Disruptive social behaviors. Children improved with age in their accuracy of their beliefs about their peers' perceptions of their Aggressive-Disruptive behaviors. Accuracy of perceptions of Sensitive-Isolated behaviors was not related to scores on these behaviors or other variables. Sociometric status did not predict awareness of

Family Role; Position Papers; *School Age Day Care
IDENTIFIERS- Child Care Action Campaign

This document presents the action plan of the Child Care Action Campaign (CCAC) for improving the quantity and quality of child care services. The document also provides a policy statement on linking education and child care efforts. The action plan describes CCAC's vision of a streamlined system providing child care to infants and toddlers, preschool children, and school-aged children, and calls on the business community to provide funding and organizational assistance. It is recommended that individuals interested in child care must: (1) make quality care affordable; (2) ensure that centers are safe and healthful, and provide family-centered experiences; (3) help families make informed choices about care programs; (4) extend the school day to reflect changing family realities; (5) designate or create community agencies to coordinate child care; (6) ensure collaboration between schools and care providers; (7) encourage the development of a system of training; (8) develop leave and flexible work policies for parents; and (9) encourage investment in child care and school-based facilities. The policy statement describes the role of child care in achieving the nation's school readiness goal, fostering child development, helping parents balance work and family responsibilities, and encouraging welfare reform. The policy statement also discusses key elements of an effective child care system, including universal access, quality, variety. community and parent involvement, continuous service from birth to school years, and training for providers. Information on CCAC's history and current projects is appended. (BCY)

ED 361 094 PS 021 638

Fu, Victoria R.
The Struggles of Democracy: An Agenda for Children and Families in the 1990's.
PUB DATE- 23 Oct 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cooperation; *Cooperative Learning; Cultural Pluralism; Definitions; Democracy; *Democratic Values; *Discipline; Educational Philosophy; Educational Strategies; Elementary Secondary Education; Family Role; Position Papers; Social Action; *Social Control; Teacher Role; Teaching Methods

Although multiple perspectives of democracy are reflected among the diverse people that make up the United States, two crucial elements of democracy are the creation of a public space for a continuous conversation promoting freedom of expression and tolerance, and the importance of compassion. Yet, one of the most basic conflicts in any system, be it a society, a family, or a classroom, is the tension between freedom and control over destructive behaviors. In the classroom, for example, control in the form of discipline should go beyond maintaining classroom order and managing behaviors; it should focus on the development of a compassionate, caring relationship with students and the creation of situations in which they can develop discipline within themselves. Public spaces that promote democratic conversation and self-discipline can be created based on the educational technique of zones of proximal and school must be collaborative, and a program leader should be designated to act as facilitator and host. Key planning issues include outside funding sources, school and facility liability, parents' awareness and permission, and location of activities. Planners also need to determine how to match the intergenerational partners; and need to make decisions about the type and frequency of activities, taking into account the developmental needs and abilities of the two populations involved. Other aspects of program development are program duration, student and elder orientation and evaluation, advance design of activities, involvement of well elderly to give a balanced view of aging, and the incorporation of aging education into the curriculum. (AC)

ED 361 114 PS 021 726

Pomeroy, Johanna
How To Write a Mini-Grant Proposal.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Corporate Support; Donors; Elementary Secondary Education; *Grantsmanship; Guidelines; Layout (Publications); Preschool Education; Private Financial Support; *Program Proposals; *Proposal Writing; Technical Writing; *Writing Strategies

Designed for educators at all levels, this booklet offers guidelines on developing proposals for mini-grants. An introductory section underscores the importance of involving those colleagues who will be affected by the project and allowing enough time to develop the proposal. The remainder of the booklet is divided into nine sections. Number 1, "Getting Started" describes the steps in preparing a winning proposal and suggests a timeline; (2) "Writing the Mini-Grant Proposal" gives an outline to follow and explains each component; (3) "Search Strategies" suggests a way to locate funding sources, starting at the local level; (4) "The Pre-Proposal Contact" tells how to get the information needed to tailor a proposal to the requirements of a particular funding source; (5) "Avoiding Pitfalls" gives suggestions on how to avoid some of the most common mistakes made by grantwriters; (6) the "Sample Mini-Grant" is a proposal for a project, with each section annotated to reinforce what should and should not be included; (7) "The Award Decision" discusses what to expect after the funding source makes its decision on the proposal; (8) "Managing Your Grant" lists suggestions for organizing and operating the project; and (9) "Resources" lists directories and other sources of information about grants and 15 corporations with a history of funding educational projects. (AC)

ED 361 115 PS 021 727

Shaw, Daniel S.; And Others
Developmental Precursors of Externalizing Behavior: Ages 1 to 3.
PUB DATE- Feb 93
NOTE- 49p.; Portions of this paper were presented at the Meeting of the Society for Research in Child and Adolescent Psychopathology (February, 1993) and at the Biennial Meeting of the Society for Research in Child Development (60th, New

biography; and questions for critical thinking. Volume 1 units cover: (1) Spain and the New World, Spanish explorers in North America, conquest of Mexico and Peru, and Spanish colonies; (2) the settlement of La Florida, New Mexico, Arizona, Texas, and California; (3) Spanish gain and loss of Louisiana, 18th-century Spanish explorers, Spanish heroes in the American Revolution, and daily life in Spanish America; and (4) U.S. acquisition of Florida, independence of Mexico, independence of Texas, the Mexican War, and Hispanics in the Civil War. Volume 2 units cover: (1) post-Civil War, the Spanish-American War, Hispanic immigration, and World War I; (2) the Great Depression, World War II, progress after World War II, and the Korean and Vietnam Wars; (3) the civil rights movement, Cuba and the Dominican Republic, and contributions and present status of Puerto Ricans, Mexican-Americans, Cuban-Americans, and other Hispanics; and (4) Hispanic-Americans in public life, including business and labor, politics, federal government, arts, sports, and science and technology. Each volume contains an index, a glossary, timelines, maps, graphs, and many photographs. (SV)

ED 361 133 RC 019 096

Lewin, Stephen, Ed.; And Others
Hispanic America to 1776. Globe Mosaic of American History.
PUB DATE- 93
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian History; *Colonial History (United States); *Culture Contact; *Hispanic American Culture; Hispanic Americans; History Instruction; History Textbooks; *Latin American History; *Mexican American History; Secondary Education; Teaching Guides
IDENTIFIERS- American Indian Contributions; Caribbean; Mexico; Native Americans; United States

This textbook examines Spanish exploration, conquest, settlement, and colonization of present-day Mexico, United States, and the Caribbean, and the conflicts and exchanges resulting from culture contact between Spaniards and Native Americans. Chapters cover: (1) first contacts in the Caribbean, enslavement of Native Americans, arrival of African slaves, and society in the Spanish colonies; (2) conquest of the Aztecs, the "Columbian Exchange" (cultural exchange), and creating a Hispanic Mexico; (3) settlement of Florida and founding of St. Augustine; (4) settlement of New Mexico, the Pueblo revolt, and the blending of Spanish and Native cultures to form a unique New Mexican culture; (5) settlement of Texas and establishment of large cattle ranches; and (6) settlement of California, the role of the missions, and the independence of Mexico. Each chapter contains an outline of key ideas, questions for review and critical thinking, a short piece on Hispanic heritage, and suggestions for related writing assignments. Many questions stimulate thinking about Native American resistance to Spanish settlement and Native contributions to present-day Hispanic-American culture. This book contains an index, a glossary, timelines, maps, and drawings. An accompanying separately published "Teacher's Resource Manual" contains lesson plans, teaching tips, historical sidelights, focus activities, and chapter tests and answers. (SV)

Attainment; *Family Characteristics; *Hispanic Americans; *Juvenile Gangs; Religion; Secondary Education; Student Behavior; Subcultures; *Substance Abuse; Violence
IDENTIFIERS- *California (East Los Angeles); Magic; *Occultism; Satanism

Some adolescent Hispanic gang members in East Los Angeles call themselves Stoners, a reference to heavy illegal substance abuse. Stoners are distinguished from other gang members by their acquaintance with the occult sciences and Satanism. This book begins with a literature review covering traditional gangs and their subcultures in the 19th and 20th centuries, and the impact of conventional religion on delinquency, Satanism, and the occult sciences. An empirical description of the Stoners, including their demographics and their behavior, was developed by examining court records and conducting interviews with Stoners, traditional gang members, police, probation officers, social-service workers, and educators in Los Angeles County. Both Stoners and traditional gang members had mean family incomes below the poverty level, had parents with less than a ninth grade education, and came from Catholic backgrounds. Compared to traditional gang members, Stoners: (1) came from more mobile families; (2) had parents with significantly lower educational and employment levels; (3) attended school less often and had lower educational level and academic performance; (4) presented more disciplinary problems in school; and (5) were more likely to prefer heavy metal music. However, Stoners showed a wider dispersion on these variables than traditional gang members. Stoners were more violent and had less substance abuse arrests than traditional gang members, but were more likely to be under the influence at the time of arrest. This book contains approximately 170 references, an index, drawings, photographs, and a variable codebook. (SV)

ED 361 153 RC 019 291

DeYoung, Alan J.
At-Risk Children and the Reform of Rural Schools: Economic and Cultural Dimensions.
SPONS. AGENCY- American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Claude Worthington Benedum Foundation, Pittsburgh, Pa.; Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Oct 92
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Consolidated Schools; *Cultural Context; Economic Factors; Educational Attitudes; *Educationally Disadvantaged; Educational Strategies; Elementary School Students; Elementary Secondary Education; *High Risk Students; Poverty; *Relevance (Education); *Rural Education; Rural Schools; Rural Urban Differences; *School Community Relationship; Secondary School Students
IDENTIFIERS- *Braxton County School District WV

Discussions about rural children at risk of school failure require careful consideration of the economic and cultural contexts in which disadvantaged rural children live. These contexts frequently differ from those found in metropolitan areas. A literature review discusses: (1) images and realities of rural America today; (2) poverty and unemployment in rural areas; (3) poverty and rural children; (4) rural-urban

Resources, Sacramento. Office of Water Conservation.
PUB DATE- 91
NOTE- 56p.; Accompanying materials include the Water Education Foundation's "Layperson's Guide to Drinking Water," a sliding chart of water facts, and a California Water Map. The sliding chart and California Water Map are not reproducible.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Ecology; *Environmental Education; High Schools; Poisons; Science Activities; Science Education; *Science Experiments; Science Projects; Secondary School Science; *Water Quality; *Water Resources; Water Treatment
IDENTIFIERS- *California; *Hands On Experience; Hands on Science; Precipitation

This teacher's guide presents 12 hands-on laboratory activities for high school science classes that cover the environmental issue of water resources in California. The activities are separated into three sections. Five activities in the section on water quality address the topics of groundwater, water hardness, bottled water, water purity, and water purification. Four activities in the section on water and the environment address the topics of water clarity; rainfall, geography, and vegetation patterns in California; toxins in water; and water ecosystems. Three activities in the section on water and people address the topics of water distribution, water conservation, and water treatment. The guide contains a glossary of 34 terms. The attached "Layperson's Guide to Drinking Water" explains some of the major concerns and controversial issues about today's drinking water and the kind of decisions that need to be made. It also contains a sliding chart of water facts, and a California Water Map. (MDH)

ED 361 171 SE 053 525

Govindarajan, Girish, Ed.
National Association for Research in Science Teaching (NARST). Annual Meeting (65th, Cambridge, Massachusetts, March 21-25, 1992). Abstracts of Presented Papers.
PUB DATE- Mar 92
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reference Materials - Bibliographies (131)
DESCRIPTORS- Biology; Chemistry; College Science; Concept Formation; Constructivism (Learning); Elementary Secondary Education; Environmental Education; Higher Education; *Knowledge Level; Problem Solving; Qualitative Research; *Science Curriculum; *Science Instruction; Science Teachers; *Scientific Concepts; Sex Differences; Student Attitudes; *Teacher Education; Technology
IDENTIFIERS- Concept Maps

This product of an annual meeting presents abstracts of symposia, contributed papers, paper sets, discussion groups, reports, poster sessions, and panel presentations. Topics include: science teaching, gender differences, science education reform, constructivism, biological concepts, concept mapping, attitude/behavior change, conceptual change/understanding, assessment, problem solving/inquiry learning, science attitudes, instructional technology/communication, teacher perception/knowledge, inservice program evaluation,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Course Descriptions; Course Evaluation; Higher Education; *Inquiry; Interdisciplinary Approach; Science and Society; *Science Curriculum; *Science Instruction; *Scientific Enterprise; Scientific Methodology; Undergraduate Students

This paper outlines a three semester hour undergraduate, core course in Scientific Inquiry that increases student knowledge and advances student skills in understanding science as knowledge, process, and human enterprise. This course was developed as a bridge between science and the humanities and a bridge for entry-level students in the development of attitudes and understandings of methods used in scientific research and enterprise. The sample for the study was 54 undergraduate college students in a private urban Catholic 4-year college with an enrollment of 2,700 students. In comparing the pretest and posttest survey, student beliefs about science were still localized around content or "body of knowledge." Surprisingly, students views moved away from the process view "exploring the world." (PR)

ED 361 190 SE 053 596

Carter, Constance, Comp.; Howland, Joyce, Comp.
Space Science Projects. LC Science Tracer Bullet.
PUB DATE- Mar 93
NOTE- 17p.; For earlier bibliographies (1986, 1989) on the same topic, see ED 288 716 and ED 313 232.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Elementary School Science; Elementary Secondary Education; High Schools; *Science Education; *Science Projects; Secondary School Science; *Space Sciences

This document presents sources to assist elementary and secondary school students and teachers in planning, preparing, and executing projects in the space sciences. Bibliographies for the following sections are included: (1) Basic Texts, (2) Specialized Texts, (3) Classroom Experiments and Activities, (4) Background Readings, (5) Related Titles, (6) Handbooks and Encyclopedias, (7) Bibliographies, (8) Book/Film Reviews and "Best Book" Sources, (9) Abstracting and Indexing Services, (10) Representative Journal Articles, (11) Selected Materials, and (12) Additional Sources of information. A list of relevant Library of Congress subject headings is also included. (PR)

ED 361 191 SE 053 599

The National Science Foundation: A Brief History.
PUB DATE- 88
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *National Programs; Policy; *Science Education; *Science History; *Scientific Enterprise
IDENTIFIERS- Man A Course of Study; *National Science Foundation

On May 10, 1950, President Truman signed the bill creating the National Science Foundation (NSF). The act provided for a

Students enter teacher education programs with pre-existing beliefs about the teacher's role, what constitutes effective teaching, teacher planning, and knowledge structures. This case study examines the changes in one preservice science teacher's attitude and beliefs towards the teaching of creationism as a result of her personal inquiry. The student was a female, 28-year-old nontraditional student, enrolled in the undergraduate introductory course of a 2-year secondary education course of study at an urban southwestern state university. Data was collected from a questionnaire, early microteaching lessons, concept maps of teaching, reflective papers, student learning journals, interviews, and a field paper of an in-depth personal inquiry into the teaching of creationism. Findings indicated that as a result of her personal investigation, the student changed her beliefs about the teaching of the origin of life in the science classroom. The paper concludes that teacher educators can invite critical inquiry into attitudes and beliefs about teaching and prepare teachers with sound rationales for teaching, if their views about what to teach and how to teach are tested from a constructivist approach. Contains 17 references. (MDH)

ED 361 211 SE 053 637

Byrd, Steven E.; Doherty, Cindy L.
Constraints to Teacher Change.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Beliefs; Case Studies; *Educational Change; High Schools; Instructional Innovation; *Resistance to Change; *Science Instruction; *Science Teachers; Secondary School Teachers; Student Attitudes; Teacher Role

Educational reform is and has been an ongoing process throughout the history of science education. However, with the notion of reform comes constraints or barriers to these proposed changes. Without addressing these constraints reform cannot be full realized. This study was conducted to identify the most significant constraints inhibiting a teacher from reaching his vision for teaching and learning science. Using interpretive techniques, experiences grounded in constructivist beliefs were contrasted with more traditional positivist ideas. Constraints to change were found to occur within a transition zone, a multidimensional area in which change occurs over a period of time. Teachers engaged in change pass through this transition zone. Four types of tangible constraints were identified: physical requirements, associated persons, personal, and student. The most interesting from a research standpoint was the domain of student beliefs. (Author/MDH)

ED 361 212 SE 053 638

Hakerem, Gita; And Others
A Case Study of the Introduction of RISC-based Computing and a Telecommunications Link to a Suburban High School.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 93
NOTE- 29p.
LANGUAGE- English

(150)
DESCRIPTORS- Biology; Chemistry; Cognitive Measurement; Earth Science; Ecology; Elementary School Students; Elementary Secondary Education; *Environmental Education; *Knowledge Level; Literature Reviews; Physics; *Schemata (Cognition); Science Curriculum; *Science Education; Secondary School Students; *Water; Water Quality; *Water Resources
IDENTIFIERS- *Science Education Research

This paper reviews the educational research related to student understanding of water and water resources. The literature is drawn primarily from science and environmental education literature and is divided into student knowledge of: physical and chemical properties, biology, earth systems and water resources. The majority of work has been in the area of physics and chemistry and indicates: very low levels of student comprehension, a direct relationship to atomic and kinetic molecular theory and a large number of misconceptions. Children's biological knowledge related to water, although studies are limited to diffusion, osmosis and circulation, appears similarly incomplete with numerous misconceptions. Earth systems knowledge related to water centers around the concept of the water cycle which is poorly understood by all students. The least amount of student knowledge in any area is related to water resources and may reflect the complex interdisciplinary nature of this subject. Finally, multiple studies have drawn the conclusion that older students who have taken science courses have similar level of knowledge as elementary students and they possess more misconceptions about water and water resources. Contains 51 references. (Author)

ED 361 231 SE 053 829

Faulconer, Tracy
Situating Beliefs and Trends in Environmental Education within the Ecological Debate.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Content Analysis; *Ecology; Educational Trends; Elementary Secondary Education; *Environmental Education; *History; *Language Usage
IDENTIFIERS- *Environmental Issues; *Environmental Trends

This content analysis examined 84 articles, published between 1950 and 1990, in order to discover and describe the conceptual trends in environmental social thought and to achieve three goals: (1) to write a brief history of ecological beliefs and to clarify the distinction between the ecocentric and anthropocentric perspectives; (2) to compare the beliefs and assumptions expressed by environmental educators with significant social ideas as they developed over time; and (3) to analyze the underlying assumptions, beliefs, and values that have guided environmental education thought since 1949. Trends are examined by decade from the 1950s through the 1980s and summarized under the categories of issues assumptions, language, and sources. Results indicated that though a deep ecology perspective was expressed much less often than the reform position, it was present in each category in each of the decades. Concludes that education has the choice of adapting a model of environmental education based on an ethic of ecocentricity that accepts the moral imperative to help

ED 361 250 SO 022 967

Barr, Ian M., Ed.; Hooghoff, Hans H. W., Ed.
Values, Schooling, and Society. Volume 2.
PUB DATE- May 91
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; *Educational Strategies; Elementary Secondary Education; *Ethical Instruction; Foreign Countries; Teaching Methods; *Values; *Values Education
IDENTIFIERS- *Canada; Finland; *Scotland

This volume, the second in a series, contains the work of a seminar that explored relationships among values in society, values in schools, and the personal and social development of young people. By reflecting on some philosophical aspects of values, looking at strategies for the development of values-conscious young people, and considering means of promoting awareness of values across the curriculum for pupils aged 5 to 18, participants came to a better understanding of how education systems might promote mutual understanding, a concern for fairness, honesty, and responsibility. Three individual topics were discussed: (1) values in education; (2) values and personal and social development; and (3) a case study from Ontario, Canada dealing with strategies for the values agenda. The paper for the first topic defines a value as a principle or set of principles that are consistent and that inform and direct one's actions and activities. Values promoted within school education in Scotland included appreciation of learning, respect and caring for self, respect and caring for others, a sense of belonging, and social responsibility. The second topic compares Scottish and Finnish views on how to integrate the development of personal and social skills into the curriculum. The paper on the third topic, a case study, seeks to describe a single long term strategy in one small education authority. After three years, vandalism had declined significantly, the number of parent volunteers in the school had increased, teacher morale was higher, student teacher rapport had improved, discipline problems were reduced, and student conduct in the neighborhood had improved. (DK)

ED 361 251 SO 023 019

Poland and Czecho-Slovakia in the 1990's: Social, Political and Economic Transformations. Fulbright-Hays Summer Seminars Abroad Program. Summer 1992.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Approach; Higher Education; *Instructional Materials; *International Educational Exchange; Political Influences; Social Change; *Teaching Experience
IDENTIFIERS- *Czechoslovakia; Fulbright Hays Seminars Abroad

aesthetics). The third section, on sources of assessment information, discusses general guidelines and methods of information gathering including classroom activities, interviews, portfolios, testing, capstone course, academic transcripts and letters of recommendation. The next section offers model assessment formats from three campuses in the California State University system and charts from seven others. The final two sections offer recommendations on advising and point out the mandatory roles that the state and university system play in developing an assessment process. (JB)

ED 361 270 SO 023 294

Creason, Paul
Changing Demographics and the Importance of Culture in Student Learning Styles.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; *Cultural Influences; Educational Policy; Educational Trends; Elementary Secondary Education; Learning Theories; *Mexican Americans; *Minority Groups; Multicultural Education; Population Trends

Demographic trends reveal that minorities increasingly will become a larger percentage of the U.S. population. This paper argues that the nation and California in particular are doomed if strides are not made toward educating and using minority peoples as resources and assets to this multicultural nation. The paper identifies different cultural sub-groups within the Mexican-American community and theories of learning differences in an effort to develop ideas and strategies for improving minority retention and success in U.S. schools. (Contains seven references.) (DB)

ED 361 271 SO 023 295

Savitz, Fred; Yoder, Ruth
Cooperative Learning and Social Studies Education: The Intersection of Theory and Practice at Neumann College.
PUB DATE- 93
NOTE- 14p.; Paper presented at the Middle States Regional Social Studies Conference (Bethesda, MD, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Curriculum Development; Early Childhood Education; Educational Research; Educational Theories; Elementary Education; Higher Education; *Preservice Teacher Education; *Program Development; *Social Studies; Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Neumann College PA

Two faculty members of the Division of Education at Neumann College (Pennsylvania) have collaborated in the development of a cooperative learning based teacher preparation curriculum in early childhood education and elementary education. At every level of pre-service training, students enrolled in these programs are exposed to activities, strategies, and assignments that incorporate cooperative learning. The curriculum is grounded in the relationship that is established between comprehensive school health program that complements the more traditional education and training mission. A comprehensive school health program would include all the policies, procedures, activities, and resources designed to protect and promote the health and well-being of students, teachers, administrators, and support staff. Such a program would include health education, health services, and maintenance of a healthy school environment. A checklist for evaluating the quality of a school's health program is provided. Barriers to achieving the vision of a comprehensive program are identified, with potential solutions. (Contains 10 references.) (JDD)

ED 361 291 SP 034 639

Requirements for Teaching Certificates in Canada = Conditions d'obtention des brevets d'enseignement au Canada.
PUB DATE- May 93
NOTE- 57p.
LANGUAGE- French; English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Educational Certificates; *Education Majors; Elementary Secondary Education; English; Foreign Countries; French; Guidelines; Higher Education; Private Schools; Public Schools; *Required Courses; *Teacher Certification; *Teacher Employment; *Teacher Qualifications; Teaching (Occupation)
IDENTIFIERS- *Canada; *Teacher Certification Reciprocity

This bilingual guide is intended as a quick reference to requirements for basic teacher certificates in Canada. For each province and the two territories, the guide outlines educational requirements for obtaining certification; grade levels for which each type of certificate is valid; the conditions under which a teaching certificate becomes permanent; and notes on the certification necessary for teaching in independent schools. Six provinces (Saskatchewan, Manitoba, Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland) have reached an agreement that enables kindergarten to grade 12 teachers who are trained and certified in one province to be immediately certified in the five other provinces; the agreement respects the academic and professional standards of individual provinces. If teachers require additional training to meet certain requirements in their new province, they will be certified for an interim period and given time to complete the necessary training. Ontario, Quebec, and New Brunswick have bilateral agreements with each other regarding teacher certification. For definitive information about certification requirements or equivalencies, a list of contact addresses is provided. (LL)

ED 361 292 SP 034 640

Professional Educator Preparation Policy Development in Texas. Policy Research Report, Number 1.
PUB DATE- Jan 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Objectives; Educational Policy; *Elementary School Teachers; Elementary Secondary Education; Enrollment Trends; Faculty Mobility; Higher Education; Policy

General, C. Everett Koop, and community action steps. The second section describes the Cornell University Model Program, the Atlanta Center for Counseling and Family Education "Active Parenting" Discussion Program, guidelines for effective education about AIDS from the Centers for Disease Control, outcome/performance indicators K-12, and criteria for evaluating an AIDS curriculum. The third section, "Policy Development and Implementation Guide," addresses the following topics: general principles for student attendance, staff employment, confidentiality, testing, evaluating HIV-infected students and staff members, infection control, pertinent federal legislation on discrimination and on protection for the disabled, reporting, and getting a school district ready for a rational approach to students and staff who are infected with HIV. The final section provides a resource guide: AIDS information and referral services, New Hampshire HIV Counseling and testing sites, community service organizations (speakers/consultants), national organizations, and educational materials. New Hampshire laws relating to HIV/AIDS, ideas for family communication, a sexuality education survey, glossary, and the Wisconsin Curriculum Progression Matrix--K-12 are appended. (LL)

ED 361 310 SP 034 697

Snider, Susan C., Ed.
New Hampshire HIV/AIDS Resource-Based Learning Curriculum Project.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 92
NOTE- 463p.; For a related document, see SP 034 696.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Curriculum Design; Elementary Secondary Education; *Health Education; Health Promotion; Information Sources; Instructional Materials; *Lesson Plans; Media Specialists; Resource Materials; *Resource Units
IDENTIFIERS- Age Appropriateness; Comprehensive School Health Programs; *New Hampshire; *Resource Based Learning

The age appropriate units of AIDS/HIV instruction in this guide are based on the student outcomes listed in the "New Hampshire Educators HIV/AIDS Handbook: Curriculum and Policy Guide." All of the units, organized by grade levels, were written collaboratively by teams of New Hampshire educators, each team consisting of a library media generalist, a health educator, and a nurse educator or science teacher. Resource based learning, a process approach that integrates important lifelong learning skills with content learning, was selected as the framework for unit development. This approach places emphasis on how to extract, record, process, and use information from a variety of sources. The publication is divided into two parts. The first, an introduction, defines and explains resource-based learning in terms of the acquisition of information skills, the collaborative process, the teacher as facilitator, planning questions, and selection and use of the units. The second section, an appendix, provides information on planning for resource-based learning, examples of goals and objectives statements, examples of notetaking strategies, student checklists, and tracking sheets. The body of the document consists of 15 individual instructional units for grade 1-4 goals of the program are to: (1) restructure the teacher preparation program; (2) restructure the Alliance demonstration schools where new organizational structures and ways of teaching and learning are modeled; (3) reduce the attrition rate in the first five years of practice of teachers who participate in the project; and (4) institutionalize, in the university and the school districts, those program components that prove to be effective. Project activities were organized around four components of the clinical teacher preparation continuum: early field experiences, preinternship field experiences, internship field experiences, and beginning teaching experiences. Collaboration was implemented through inter-institutional planning/study teams. Changes in thinking eventually produced two related paradigm shifts--structural and instructional. There were four categories of instructional shifts: teaching and learning, ways of organizing teaching and learning, school and community interactions, and outcomes of schooling. Four outcomes and implications have emerged from the project: planning/study teams, redesign of teacher roles, redesign of urban teacher preparation, and preliminary thoughts on a taxonomy for urban education. (IAH)

ED 361 328 SP 034 740

Gonzalez, Virginia
Using Reflective Teaching for Changing In-Service Teachers' Attitudes and Increasing Their Cognitive-Ethical Development and Academic Knowledge in Multicultural Education.
PUB DATE- Apr 93
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Concept Teaching; Education Courses; Elementary Secondary Education; *Graduate Students; Higher Education; Inservice Teacher Education; Intellectual Development; *Multicultural Education; *Psychoeducational Methods; *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- Diversity (Student); Diversity Concept; *Reflective Teaching

This is a descriptive survey study on the academic and personal characteristics of inservice teachers who were taking a graduate course in multicultural education issues. Descriptions of existing patterns and changes in academic knowledge and attitudinal belief systems on multicultural education are summarized. Reflective teaching was used as a psychopedagogical strategy with the inservice teachers for the purpose of increasing their academic knowledge and changing their attitudes. Results suggest that higher levels of academic knowledge occur due to an increase in awareness levels of attitudinal belief systems gained through self-reflection. Teachers became more sensitive and aware of their influence on assuring educational success for culturally and linguistically diverse children. Some conclusions were: reflective teaching can be used as an effective ethnographic research tool, as well as an effective psychopedagogical strategy for multicultural education; the voices of these preservice and inservice teachers ask for teacher educational programs that focus on reflective and conceptual teaching models; and these teachers felt empowered by becoming reflective thinkers and "student-researchers" in their double role of inservice teachers and

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Simulation; Item Response Theory; Norm Referenced Tests; *Sample Size; Sampling; *Statistical Distributions; Test Interpretation; Test Length; *Test Norms
IDENTIFIERS- *Mean (Statistics); *Rasch Model

The feasibility of quick norms derived by the procedure described by B. D. Wright and M. H. Stone (1979) was investigated. Norming differences between traditionally calculated means and Rasch "quick" means were examined for simulated data sets of varying sample size, test length, and type of distribution. A 5 by 5 by 2 design with a total of 50 experiments was used, and each experiment was replicated 100 times. The BIGSTEPS Rasch calibration program was used to analyze each of the 5,000 data sets. Quick norms were calculated using programs from the Statistical Package for the Social Sciences. The Rasch quick norms procedure yielded means that were equivalent to traditionally calculated means for tests with a minimum of 30 items given to groups of 50 examinees or more, for both normally and uniformly distributed item difficulties. The methods were not equivalent with tests with 10 items. Sample size was not a factor in determining differences between the two methods. The quick norm procedure is recommended in cases where there is an existing bank of Rasch calibrated items. Its simplicity and ease of use makes it advantageous. Three tables present simulation data. (SLD)

ED 361 349 TM 020 400

Nasser, Ramzi; Carifio, James
Developing and Validating Sets of Algebra Word Problems.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; Analysis of Variance; Construct Validity; Context Effect; *Evaluators; *Interrater Reliability; Mathematics Tests; *Problem Solving; Test Construction; Test Items; Test Reliability; *Test Validity; *Word Problems (Mathematics)
IDENTIFIERS- Experts

The validation of key contextual features of algebra word problems was studied in two phases. In the first phase, five experts were asked to assess the appropriateness of the concepts in the problems and the adequacy of the assignment of the contextual features to the problems. In the second phase, construct validity was established by having 6 judges rate each of the 16 word problems in random order on the contextual features of familiarity, imageability, and variable type (discrete or continuous). A repeated measures analysis of variance for the construct validity of the key contextual features showed that when one rater or judge and one of the problems were removed, agreement between problems and the criterion were extremely high. When a step-down analysis on each key context feature and variable type was done without one

University (Minnesota). The possibilities for student evaluation at STU are complicated by the fact that approximately 50 percent of the students are Japanese and would not have equivalent college entrance examination scores. Questions of the cultural bias of tests generally used for evaluation must also be resolved. The proposition extended to STU is based on the objective of achieving substantive, long-term improvement. It requires planning to describe the academic environment and measure outcomes of change, fostering changes in instructional behavior and materials, and implementing and sustaining changes until they are institutionalized. Addenda present an assessment model and objectives for departments of teacher education, management services, natural sciences and mathematics, and physical education. (SLD)

ED 361 367 TM 020 453

Hull, Marilyn; Tache, Diane
Are Iowa Test of Basic Skills Stanines Predictors of Success on Ohio's Ninth Grade Proficiency Test?
PUB DATE- 23 Jun 93
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Basic Skills; Citizenship Education; Correlation; Females; Grade 8; *Grade 9; Intervention; Males; Mathematics Achievement; *Predictor Variables; Reading Achievement; *Scores; Secondary Education; *Secondary School Students; Standardized Tests; Writing Achievement
IDENTIFIERS- *Iowa Tests of Basic Skills; *Ninth Grade Proficiency Test; Ohio; Stanines

Students in an Ohio community (363 males and 332 females) took the Iowa Test of Basic Skills in the spring of their eighth-grade year and the Ohio Ninth Grade Proficiency Test (ONGPT) in the following fall of their ninth-grade year. The scores from both tests, for a period of 3 consecutive years, were correlated to determine the predictability of passing or failing the ONGPT, based on the standardized test scores. The correlations were found to be significant for reading, mathematics, writing, and citizenship. It was also shown that the percentages of students failing the ONGPT who scored below the third stanine were high in three areas (reading--60 percent, mathematics--93 percent, and citizenship--90 percent). Therefore, stanine scores can be helpful predictors of the need for intervention programs. Three tables present study findings. (Contains 4 references.) (Author/SLD)

ED 361 368 TM 020 454

Roeber, Edward D.
Using New Forms of Assessment To Assist in Achieving Student Equity: Experiences of the CCSSO State Collaborative on Assessment and Student Standards.
PUB DATE- 93
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; *Educational Assessment; Educational Cooperation; Educational Innovation; Educational Planning; Elementary Secondary Education; *Equal Education;

its first year, 56 teachers volunteered to be part of this project. This booklet summarizes learning from the project's classrooms, and serves as a guide to teachers considering or just beginning to use portfolios. Topics considered include: (1) understanding portfolio assessment; (2) key portfolio characteristics; (3) portfolio assessment benefits; (4) getting started; (5) beginning a building assessment plan; (6) documenting learner growth; (7) ways to document learner growth in portfolios; (8) sample captioning forms; (9) reflecting on portfolios; (10) "The June Dilemma," what to do with portfolios; and (11) questions teachers ask about portfolios. A glossary of terms is included, as well as a 34-item annotated bibliography. (SLD)

ED 361 386 TM 020 486

Hewitson, Mal
The Concept of Performance Levels in Criterion-Referenced Assessment.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *Achievement Tests; *Cost Effectiveness; *Criterion Referenced Tests; Diagnostic Tests; *Educational Assessment; Elementary Secondary Education; Foreign Countries; Mastery Learning; *Mastery Tests; Student Evaluation; *Testing Problems; Test Reliability; Test Validity
IDENTIFIERS- Performance Based Evaluation; *Performance Levels; Standard Setting

The concept of performance levels in criterion-referenced assessment is explored by applying the idea to different types of tests commonly used in schools, mastery tests (including diagnostic tests) and achievement tests. In mastery tests, a threshold performance standard must be established for each criterion. Attainment of this threshold signifies mastery. Performance levels in diagnostic testing are a special category of performance levels in mastery tests, but the focus is on the learning function rather than the certification function of the tests. Achievement tests are designed to measure the extent to which specified performance objectives are obtained. A range of performance standards is specified, on the basis of which student performance is differentiated. The practical difficulties in implementing criterion-referenced assessment are described. It must be considered whether the percentage increase in validity, reliability, and objectivity of grades awarded under a system of pure criterion-referenced assessment is likely to warrant the investment of teacher time, effort, and frustration that may be required. Three diagrams and five tables illustrate the discussion. (Contains 5 references.) (SLD)

ED 361 387 TM 020 487

Rivera, Charlene
Testimony Presented to the Joint Committee on Standards for Educational Evaluation (Washington, D.C.).
PUB DATE- 7 May 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Access to Education; *Bilingual

NOTE- 23p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Bound Students; College Students; *Coping; Group Discussion; Higher Education; Individual Differences; Research; School Orientation; Socialization; Student Adjustment; *Student College Relationship; *Student Development; Student Educational Objectives; *Teacher Student Relationship; Transitional Programs; Undergraduate Study
IDENTIFIERS- *AIR Forum; Diversity (Student)

Little is known about how students become involved in the various dimensions of student change and development as they make the transition from work or high school to college. This paper describes the results of a series of focus-group interviews with 132 diverse, new students entering either a community college; a liberal arts college; an urban, commuter, comprehensive university; or a large research university. The study identifies the human relationships, experiences, and themes characteristic of the processes by which students become (or fail to become) members of the academic and social communities on campus. Findings show that the transition from high school or work to college is an exceedingly complex phenomenon involving such things as personality, personal aspirations, and the nature and mission of the institution being attended. Implications are discussed that involve faculty members, administrators, and institutional researchers. These are as follows: (1) promote awareness of the varying character of the transition process for different kinds of students, (2) early validation as a central element in students' successful transition to college, (3) importance of faculty involvement in new student orientation programs, (4) orientation of parents as well as students, (5) importance of both in- and out-of-class experiences in the transition experience, (6) need for institutional accommodations, and (7) the need to care. Contains 17 references. (GLR)

ED 360 944 HE 026 683

House, J. Daniel
Noncognitive Predictors of Achievement in Introductory College Chemistry. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 29p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Chemistry; *College Entrance Examinations; College Freshmen; College Science; Higher Education; High Schools; *Mathematics Achievement; *Predictor Variables; Questionnaires; Science Instruction; Secondary School Mathematics; Self Evaluation (Individuals); *Student Attitudes; Student Reaction; Undergraduate Study
IDENTIFIERS- *AIR Forum

This study investigated the predictive relationship between initial student attitudes, admissions test scores, years of high school math taken, and the student's subsequent

*Rural Areas; *State Libraries; *User Needs (Information); *Users (Information)
IDENTIFIERS- *New Mexico

A study of the information needs of rural services clientele was undertaken in New Mexico to define the services that the state library should provide. A survey about information needs was prepared and mailed to post office box holders, randomly selected, in rural areas of the state. In all, 1,200 surveys were distributed. Responses were received from 16 percent (195). Ninety percent of those returning surveys use public, school, or college library services. Reading interests cover a broad range of subjects and reading levels, and are consistent throughout the state. One hundred and thirteen households use the bookmobiles, and most prefer afternoon stops. Respondents indicated that videos were the service they would most like to see added, with books on tape and large print materials following. Costs of operating the bookmobiles were also calculated. The survey and cost study resulted in recommendations for improvement of the services and facilities, mainly new bookmobiles, to improve rural services. A timeline for accomplishing the recommendations is included. Appendixes contain the questionnaire, an analysis of responses, cost data, statistics for 1991-92, and a vehicle inventory. (SLD)

ED 360 963 IR 054 637

Smith, George V., Comp.; And Others
Statistics of Alaska Public Libraries, FY 1990 and FY 1991.
PUB DATE- 93
NOTE- 70p.; For 1987-88 statistics, see ED 316 234.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Interlibrary Loans; Library Circulation; Library Collections; Library Expenditures; Library Personnel; Library Services; *Library Statistics; Library Surveys; *Public Libraries; State Surveys; Tables (Data)
IDENTIFIERS- *Alaska; Library Funding

Data collected from Alaska public libraries for fiscal year (FY) 1990 and FY 1991 are compiled. Statistics reported by the libraries and selected per capita computations are included. Information on the following is reported in sets of tables arranged alphabetically and by population for each year: (1) library circulation and interlibrary loan; (2) library collections; (3) library income; (4) library expenditures; (5) library expenditures on collections; (6) library staff and volunteers; and (7) hours, attendance, reference, and programs. (SLD)

ED 360 964 IR 054 638

U.S. National Commission on Libraries and Information Science
Report to the Office of Science and Technology Policy on Library and Information Services' Roles in the National Research and Education Network.
PUB DATE- 13 Nov 92
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; *Administration; Advisory Committees; *Computer Networks; Copyrights; Costs; Databases; Federal Legislation; Financial Support; Guidelines;

Searching; *Optical Data Disks; Protocol Analysis; Questionnaires; Research Needs; *Search Strategies; Users (Information); *User Satisfaction (Information); Use Studies
IDENTIFIERS- *Apple Macintosh; *ERIC; Experts; Hands On Experience; Interface Analysis; Interface Devices

The experience of novice users searching SilverPlatter's ERIC CD-ROM on the Macintosh was studied. Ten students from an introductory master's level course in library and information science were recruited as volunteer subjects. Subjects were asked to complete a search on the ERIC CD-ROM; and data were collected via observations, a think-aloud protocol, and a questionnaire. Data were analyzed to describe and categorize the subjects' experience with the user interface. The standard Macintosh interface as implemented did not win over any users who began with a preference for IBM personal computers or compatibles. Experienced Macintosh users gave the product high marks, but users at all experience levels had problems with the interaction provided. Novice users expressed a need for more direction and clarity, and experienced users looked for a more direct way to conduct searches. The most apparent negative attitudes concerned the error messages provided. Four appendixes are included. Appendix A contains the coded tape transcripts. Appendix B is the interview script. The site software license agreement for the computerized Questionnaire for User Interface Satisfaction is presented in Appendix C, and a breakdown of coded events by searcher is presented in Appendix D. (Contains 23 references.) (SLD)

ED 360 985   IR 054 672

La Caille John, Patricia
America's Rural Information Resource.
PUB DATE- Nov 92
NOTE- 14p.; Paper presented at a conference on "The 21st Century: the Future of Rural and Small Public Libraries" (Phoenix, AZ, November 19-21, 1992). An earlier version was presented at a conference on "Information and Rural Economic Development: Infrastructure" (Clarion, PA, June 4-6, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agricultural Education; Agriculture; Computer Networks; *Databases; Delivery Systems; Federal Programs; Financial Support; Government Role; Information Dissemination; *Information Networks; *Information Services; National Libraries; Rural Areas; *Rural Development; *User Needs (Information)
IDENTIFIERS- Department of Agriculture; New Mexico; *Rural Information Center

The Rural Information Center (RIC), a project of two agencies of the U.S. Department of Agriculture, has served rural information needs since 1988. The targeted audience for the RIC is local officials and citizens, rather than scientists and federal officials, and the thrust of its information is rural development rather than production agriculture. The RIC is located at the National Library of Agriculture and networks extensively with experts, agencies, and information services to customize requested information to best meet user needs. Various information products are supplied in formats that fit users' requirements. The RIC's Health Information Service (RICHS) is one specialized service offered to provide easy access to the rural user. Between 25 and 35 percent of all RIC

PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Libraries; Check Lists; Cost Effectiveness; Higher Education; Library Administration; Library Collection Development; *Library Collections; *Library Materials; *Library Personnel; *Library Planning; Library Statistics; Models; *Preservation; Program Development; Program Implementation; Resource Materials

IDENTIFIERS- *Library Materials Conservation

This resource guide considers issues in the staffing and organization of preservation activities. It provides guidance in implementing a systematic preservation program and evaluates the structures of various types of preservation programs. The following articles complement the discussion of program models and implementation: (1) "Preservation Program Models: A Study Project and Report" (Jan Merrill-Oldham, Carolyn C. Morrow, and Mark Roosa); (2) "The Politics and Management of Preservation Planning" (Karl G. Schmude); (3) "A Cost Model for Preservation: The Columbia University Libraries' Approach" (Carolyn Harris, Carol Mandel, and Robert Wolven); (4) "Staffing the Preservation Program" (Carolyn C. Morrow); (5) "Staffing Preservation-Related Activities in Libraries: A Checklist" (Michele Cloonan); (6) "Preservation Librarians" (Association of Research Libraries); (7) "ARL Preservation Statistics 1990-91" (Jutta Reed-Scott and Nicola Daval); (8) "Preservation Committee Charge" (Dartmouth College); (9) "Preservation Committee Charge" (University of North Carolina at Chapel Hill); (10) organization charts for eight major university libraries; (11) "NEH/ARL Preservation Planning Program Final Report" (University of Colorado at Boulder); (12) "Preservation Planning Project Study Team: Final Report" (Duke University); and (13) "A Preservation Program for Oklahoma State University Library" (Oklahoma State University). An annotated list of selected reading presents 11 additional sources. (SLD)

ED 361 003 IR 054 695

Boomgaarden, Wesley L.

Staff Training and User Awareness in Preservation Management.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Feb 93

NOTE- 88p.; "One of seven in a series of Preservation Planning Program (PPP) resource guides" (Jutta Reed-Scott, Series Editor), see IR 054 689-694.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Libraries; Access to Information; Books; Higher Education; *Job Training; Library Administration; *Library Collections; Library Instruction; *Library Materials; Library Personnel; Library Technical Processes; *Preservation; Program Development; Records Management; Resource Materials; *Staff Development; Users (Information)

IDENTIFIERS- *User Training

This resource guide briefly defines, describes, outlines, and development plan based on the research findings, including recommendations for faculty and administrators, individual colleges, and the system as a whole. Finally, part IV provides six appendixes, including documents produced by VCCS task forces on staff development in 1989 and 1991, survey instruments, and extensive tables of responses to the personnel and college surveys. References are included after each section. (MAB)

ED 361 021 JC 930 399

Tronvig, Jill Anne; And Others
The Impact of the Differential Enrollment Fee on Chaffey College Baccalaureate Students.
PUB DATE- Sep 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bachelors Degrees; *College Graduates; Community Colleges; Comparative Analysis; Educational Finance; Educational Legislation; Enrollment; *Enrollment Influences; *Enrollment Trends; *Fees; Paying for College; School Surveys; Student Attitudes; *Student Costs; *Student Problems; Two Year Colleges
IDENTIFIERS- *Chaffey Community College CA

In winter 1993, Chaffey College (CC) in California experienced a 44% drop, over the previous quarter, in enrollments of students holding baccalaureate degrees. This decline coincided with the introduction statewide of a $33 per quarter unit differential fee for baccalaureate-holding students. Previously, there had been a $10 per quarter unit fee. To examine the fee's impact on enrollment, three slightly different versions of a survey were sent to baccalaureate students enrolled at CC in fall 1992 or winter 1993, including 276 continuing students, 388 students who enrolled in fall 1992 but did not re-enroll in winter 1993, and 96 new or returning students enrolled only in winter 1993. Response rates were 53%, 45%, and 63%, respectively. Study highlights included the following: (1) 65% of the non-returning respondents indicated that they were no longer enrolled because the new fees made college too expensive; (2) respondents tended to be employed either full- or part-time; (3) over half of the respondents took only evening classes; (4) 40% to 47% of the respondents were graduates of the California State University (CSU) system; (5) only 35% of non-continuing respondents were aware of fee waivers available to displaced homemakers and workers, and to students on public assistance; (6) continuing students were the most knowledgeable about the fee waivers and the most likely to have applied for and qualified for fee exemption; and (7) more than 40% of each group had annual incomes of over $40,000. Discussion of differences by gender and ethnicity, data tables, and the survey instruments are included. (PAA)

ED 361 022 JC 930 400

Friedlander, Jack
Post-College Employment Rates and Earnings of Students Who Participated in SBCC Occupational Education Programs.
PUB DATE- 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

had completed 60 or more credit hours at a two-year college and had received a "C" or better in Accounting, Microeconomics, and Macroeconomics. Results of the study included: (1) transfer rates for BA majors were 37% for the 3-year study and 38% for the 4-year study; (2) within 3 years of starting at a two-year college, over 70% of BA majors with associate degrees had transferred to an institution in the USG, compared with 82% after 4 years; (3) 60% of BA students who had completed 60 or more units and had received a "C" or better in Accounting, Microeconomics, and Macroeconomics transferred after 3 years, and 68% had transferred after 4 years; and (4) BA graduates with a "C" or better average in their major classes reached a 4-year transfer rate of 87%. (Contains 14 references.) (MAB)

ED 361 039   JC 930 420

Mann, Carolyn M.
Credit for Lifelong Learning. Fourth Edition.
PUB DATE- 93
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Credits; College Faculty; Community Colleges; Course Content; Educational Assessment; Evaluation Methods; Experiential Learning; *Lifelong Learning; *Portfolios (Background Materials); *Prior Learning; Program Descriptions; Two Year Colleges; Two Year College Students

This guide to developing a prior learning portfolio was prepared to assist students in the Credit for Lifelong Learning Program (CLLP) at Sinclair Community College (SCC) in Dayton, Ohio, through the process of identifying college-level prior learning, matching their learning to specific courses, and articulating and documenting their learning. The first sections of the guide introduce SCC's Experience Based Education Department and Academic Credit Assessment Information Center and their functions; and provide an overview of portfolio development, including a discussion of the contents of a portfolio and the objectives of SCC's Portfolio Development course. The next sections detail the five main components of a portfolio: (1) the Chronological Record, a year-by-year accounting of activities since high school; (2) the Life History Paper, which examines important life events; (3) the Goals Paper, which describes personal, career, and educational goals; (4) the Narrative of Competencies, which provides concise statements of experiences and resulting learning; and (5) documentation of the learning experience supporting each competency described. Examples of each component are provided. In addition, a worksheet for educational planning and a separate section on describing and documenting an internship experience are provided. The next section explains how to assemble the portfolio, including a sample cover letter. Next, information is provided on how the portfolio will be evaluated and grades posted, and mechanisms for challenging a grade or filing a grievance related to course or internship credit are explained. A concluding section summarizes the process. An overview of services provided by SCC's Academic Credit Assessment Information Center, descriptions of special SCC degree programs, and 26 references are provided. (PAA)

ED 361 040   JC 930 421

the survey instrument, cover letters, and selected respondent comments are included. (MAB)

ED 361 055 JC 930 443

Tyler, Deidre A.
At Risk Non-Traditional Community College Students.
PUB DATE- May 93
NOTE- 15p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Classroom Techniques; Community Colleges; *Cooperative Learning; *Dropout Prevention; Group Activities; *High Risk Students; *Nontraditional Students; Reentry Students; School Holding Power; *Student Characteristics; Student Needs; Student Participation; Teaching Methods; Two Year Colleges; *Two Year College Students

For educators to effectively meet the needs of at-risk nontraditional college students, they must quickly identify such students, utilize the best available teaching techniques, and work to guarantee student retention. Swift identification of potential at-risk students depends on educators' awareness of common indicators, such as the student having been out of school for more than five years; having five or more conflicting social roles (i.e., student, breadwinner, homemaker, parent of young children, and care giver for an elderly family member); returning to school because of a recent layoff, not because of a desire to be educated; and having a first language other than English which might affect understanding and communication. An effective instructional strategy for students identified as at-risk is cooperative learning, or the use of small groups of students working together to maximize learning. Cooperative learning groups may be informal and focus on the material of a particular class, or long-term, meeting daily throughout a term to provide support to members. Advantages for at-risk students include increased opportunities to participate in the smaller groups, development of positive social skills, positive effects on students' self-esteem, experience with teamwork, and a sense of positive interdependence with other group members. Finally, the use of small groups allows for more personal interaction between teachers and students which can increase the academic integration of at-risk students and reduce the probability of withdrawal. (MAB)

ED 361 056 JC 930 445

Levin, Bernard H.; And Others
Changing Times, Changing Mission?
PUB DATE- 4 Aug 92
NOTE- 38p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (21st, Orlando, FL, August 4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

behaviors, suggesting that whereas behaviors are correlated with sociometric status, awareness of those behaviors by the children is relatively independent of this classification. (MM)

ED 361 074 PS 021 578

Santilli, Nicholas R.; Williams, Dale E.
A Factor Analytic Examination of the Adolescent Individuation Measure.
PUB DATE- Mar 93
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Affective Measures; *Attitude Measures; *Factor Analysis; Higher Education; *Parent Child Relationship; Undergraduate Students
IDENTIFIERS- *Adolescent Attitudes; *Adolescent Individuation Measure; Individuation; Internal Consistency

This study examined the internal factor structure of the Adolescent Individuation Measure (AIM), a 12-item index of adolescents' perceptions of connectedness and separateness with their parents. The AIM was administered to 3 independent samples totaling 378 undergraduate students, all white, middle-class, male and female from a small, private midwestern university; all subjects completed parallel forms of the AIM, one targeting the mother-adolescent relationship, and one targeting the father-adolescent relationship. A principal components factor analysis was conducted of each sample. Results suggested that those items designed to assess connectedness were successful from a cohesive, internally consistent dimension. The intended individuality items proved less successful than the connectedness items. A copy of the AIM is included. (MM)

ED 361 075 PS 021 581

Evans, Mary Ann; Kirchmann, Susanne
Maternal Sensitivity to Vocabulary Development in Specific Language-Impaired and Language-Normal Preschoolers.
PUB DATE- 28 Mar 93
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Order; Comparative Analysis; Expressive Language; Foreign Countries; *Language Handicaps; *Mother Attitudes; Preschool Children; Preschool Education; Receptive Language; Sex Differences; *Vocabulary Skills; *Young Children
IDENTIFIERS- *Maternal Sensitivity

A study examined mothers' accuracy in predicting the responses their children would give and the scores they would achieve on two standardized vocabulary tests. Specifically, the study's primary purpose was to examine maternal estimates of both expressive and receptive vocabulary skills according to two indices: accuracy of total score and accuracy of item by item development. Educational spaces can be created that allow for play, provide opportunities for collective problem solving and growth, and implement intersubjectivity, the coordination of different perspectives. Governmental policies should also be based on coordinating competing perspectives. Priorities for the 1990s should include support for the family, a reflective and caring pedagogy in schools, and an emphasis on human fellowship instead of race, class, or gender affiliation. (Contains 20 references.) (BCY)

ED 361 095 PS 021 641

Ricard, Richard J.; And Others
Reflectivity and Strategy Choice in Two Problem Solving Domains.
PUB DATE- 90
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Cognitive Style; *Conceptual Tempo; Elementary Education; *Elementary School Students; Grade 2; Grade 4; Mathematics Skills; *Problem Solving; Sex Differences; *Test Wiseness; *Thinking Skills; Verbal Ability
IDENTIFIERS- Matching Familiar Figures Test (Kagan); Reflective Thinking

This study examined children's problem solving strategies by testing the verbal and mathematical abilities of 52 second-grade and 51 fourth-grade students. After being identified as either reflective or impulsive, based on Kagan's Matching Familiar Figures Test, the children were given grade-appropriate mathematical and verbal reasoning problems to solve. The children then identified three types of strategies that they had used to solve the problems: (1) external aids, such as pencil and paper; (2) internal reasoning, such as visualizing the problem; and (3) retrieval, the immediate retrieval of an answer without any apparent effort. Results indicated that fourth-graders used a significantly greater proportion of external aids than did second-graders, and that reflective children generally adopted strategies that afforded them high confidence in accuracy, ones using external aids or internal reasoning. Reflective children also demonstrated more accuracy than impulsive children in solving both the math and verbal problems. Boys in both grades were more likely than girls to use internal reasoning on verbal problems, while girls were more likely than boys to use external aids on math problems. Overall, children preferred strategies requiring the most effort, suggesting that they are conservative in their strategy choices. (Contains 23 references.) (MDM)

ED 361 096 PS 021 643

Morisset, Colleen E.
Language and Emotional Milestones on the Road to Readiness. Report No. 18.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- At Risk Persons; Community Involvement; *Early Intervention; *Emotional Development; Family Programs; Infants;

Orleans, LA, March 25-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Aggression; Antisocial Behavior; *Behavior Problems; Behavior Rating Scales; *Infant Behavior; Infants; Obedience; *Parent Child Relationship; *Predictor Variables; Sex Differences; *Toddlers
IDENTIFIERS- *Maternal Responsiveness

Despite previous research indicating that early negative child behavior and the quality of parent-child relationships are predictive of later externalizing problems, few investigators have attempted to trace these antecedents back to infancy. In a sample of 100 infants from low-income families, infant persistence and maternal responsiveness were measured at 12 months, infant noncompliance and aggression were measured at 18 and 24 months, and child externalizing behavior was assessed at 36 months. Three videotaped laboratory assessments were conducted at 12, 18, and 24 months; a home visit was conducted at 15 months; and mothers were sent the Achenbach Child Behavior Checklist. Each laboratory assessment lasted approximately 2 hours, and was purposely varied in stress level to observe parent and infant behavior across a broad spectrum of contexts (e.g., free play versus the Strange Situation Test). It was possible to identify developmental sequences leading from infant persistence and lack of maternal responsiveness to later child disruptive, aggressive behavior at ages 2 and 3. Gender differences were found with respect to the range and type of variables that showed continuity in predicting disruptive behavior. For boys, salient predictors were maternal unresponsiveness, infant attention-seeking, aggression, and noncompliance. For girls, infant noncompliance was related to both age 3 externalizing and internalizing behavior problems. (Author/AC)

ED 361 116 PS 021 740

Kraizer, Sherryll Kerns
Skills for Living: The Requirement of the 90s.
PUB DATE- 90
NOTE- 11p.; In: Critical Issues in Prevention of Child Abuse and Neglect--Adolescent Parenting Life Skills for Children. Children's Trust Fund of Texas. Chapter 9, p131-139, 1990.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *At Risk Persons; *Children; Coping; *Daily Living Skills; Decision Making Skills; Elementary Secondary Education; *Integrated Curriculum; Interpersonal Competence; Preschool Education; Self Esteem

Children require a variety of skills to cope with the stresses of growth and development, including the ability to think independently, to make choices, to solve problems effectively, to communicate clearly, to develop and maintain high self-esteem, and to prevent injurious events. These life skills are best learned through curriculum-centered instruction from the pre-kindergarten through high school level, using an integrated developmental approach. The component areas of such a curriculum would address: (1) love; (2) trust; (3) choice; (4) managing perception; (5) language; (6) expectations; (7) anger; (8) guilt and shame; (9) learning to live in the present time; (10) success; (11) mistakes; (12) risk-taking; (13)

ED 361 134 RC 019 097

Seeley, Virginia, Ed.; And Others
Plains Native American Literature. Multicultural Literature Collection.
PUB DATE- 93
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian History; *American Indian Literature; American Indians; Cultural Education; Drama; Fiction; Nonfiction; Oral Tradition; Poetry; Secondary Education; Teaching Methods; Textbooks; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Native Americans; *Plains Indians (Anthropological Label)

This textbook contains five units of literature by the Plains Native Americans. The first unit presents examples of oral tradition, in which mythology, legends, stories, songs, and personal accounts pass on values, beliefs, and experiences. The second unit contains nonfiction: an account of a young girl's first days at an Indian boarding school, and a speech about civil rights. The third unit includes an excerpt from the novel "House Made of Dawn," by N. Scott Momaday, and a short story "The Warriors," by Anna Lee Walters. The fourth unit features eight poems on reflections and living in two worlds. The fifth unit contains a play about Native American unity and cultural renewal. Each unit includes introductory discussion, questions for review and critical thinking, writing assignments, and an explanation of how to carry out writing processes. An accompanying separately published "Teacher's Resource Manual" contains prereading background materials, topics for class discussion, suggestions for English-as-second-language and limited-English-speaking students, assessment worksheets, answer keys, and an overview of the student writing process. (SV)

ED 361 135 RC 019 098

Lewin, Stephen, Ed.; And Others
Native Americans: The Struggle for the Plains. Globe Mosaic of American History.
PUB DATE- 93
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acculturation; American Indian Culture; *American Indian History; American Indians; *Culture Conflict; Federal Indian Relationship; History Textbooks; Secondary Education; Treaties; Tribes; *United States History; *War
IDENTIFIERS- Native Americans; *Plains Indians (Anthropological Label); *United States (Plains States)

This textbook focuses on Native American life on the Great Plains during the 19th century, the wars fought between the United States and the tribes for control of the Plains, and the Indians' loss and removal to reservations. Chapters cover: (1)

differences in at-risk factors; (5) the relationship between lack of rural economic development and poor student outcomes; (6) rural-urban cultural differences and their impact on educational attitudes, particularly attitudes about the economic utility of education; and (7) school consolidation and educational reform based on urban models. A case study of Braxton County, West Virginia, and its school system illustrates these themes. Continued economic decline since the 1930s led to massive outmigration, and both factors diminished the local tax base and prompted school consolidation. In the face of prevalent at-risk factors, the school district has pursued strategies involving implementation of effective schools guidelines and development of caring school environments. However, funding for school programs and initiatives remains problematic. Inherited economic disadvantage in rural places has consequences for the present and the future. Redefining the economic base upon which depressed rural schools build their programs must have priority in any systematic effort to improve the life chances of rural at-risk students. In addition, rural schools must demonstrate their relevance to rural students and inculcate the incentives necessary to complete school. (SV)

ED 361 154 RC 019 294

Stephens, Donna M.
One-Room School: Teaching in 1930s Western Oklahoma. The Western Frontier Library, Volume 57.
PUB DATE- 90
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Books (010)
DESCRIPTORS- Biographies; *Educational History; Elementary Secondary Education; Local History; *One Teacher Schools; Public Schools; Rural Areas; Rural Education; *Rural Schools; *Teaching (Occupation); *Teaching Experience
IDENTIFIERS- *Oklahoma (West)

This book describes the teaching experiences of Helen Hussman Morris, who taught in a one-room school in rural Oklahoma during the early 1930s. Her story calls attention to some of the educational issues that were present in the 1930s and that are still being addressed at the local, state, and national levels, including curriculum, facilities, teaching materials, discipline, teacher training, and community involvement. In addition, the book illustrates what it was like to live in western Oklahoma in the early part of the 20th century. A brief history of public education in Oklahoma discusses the settlement of Oklahoma and the establishment of public schools and examines issues of transportation, facilities, instruction, teacher preparation, and finances. The book traces the life story of Helen Morris, a young farm girl, who with minimal preparation became a teacher in a primitive one-room school. With considerable support from her father, whose farm was nearby, she entered a new environment and capably met the various challenges of living in rural Oklahoma. Through her experiences, she matured as a teacher and as a woman, and worked toward a college degree. After their marriage, she and her husband taught a consolidated two-room school. Motherhood ended Helen's teaching career. Contains 40 references, an index, and photographs. (LP)

ED 361 155 RC 019 296

epistemology, cooperative learning, chemistry education, environmental education, metacognition in science, qualitative research, computer education, textbook/program evaluation, and reasoning. Author and topic indexed are attached, as well as a list of presenters with addresses. (PR)

ED 361 172 SE 053 526

Turning the Tide on Trash: A Learning Guide on Marine Debris.
SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Water Programs.
PUB DATE- 92
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Data Analysis; Data Collection; Ecology; Environmental Education; Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; Language Arts; *Marine Education; Mathematics Education; Mathematics Skills; *Natural Resources; Oceanography; Science Education; Secondary Education; Social Studies; *Solid Wastes; Study Guides; Surveys; Units of Study; Waste Disposal; *Water Pollution; Water Quality
IDENTIFIERS- Coastal Management; Environmental Issues; Environmental Problems; *Environmental Protection; *Litter Education Programs; Science Process Skills

The oceans covering two-thirds of the earth's surface constitute a resource for animal life, fishing industries, coastal economies, and recreation. This learning guide is a collection of 14 activities integrating art, language arts, mathematics, music, science, and social studies with the study of marine debris. A student survey is used to introduce the issue of marine debris. The activities are divided into three units. In Unit 1 activities, students define, classify, and characterize marine debris. In the activities in Unit 2, students study the effects of marine debris on marine life, people and communities in coastal areas. In Unit 3, students explore ways to prevent and reduce the generation of marine debris. Each activity provides directions for the teacher that include educational objectives, directions, needed vocabulary and materials, subject being integrated, learning skills utilized, and the duration of the activity. Appendices contain: (1) a glossary of terms; (2) resource lists containing organizations, curricula, publications, informational packets, audiovisual materials, and posters; and (3) reproducible clip art illustrations. Many of the activities are accompanied by reproducible student worksheets. (MDH)

ED 361 173 SE 053 558

Roth, Kathleen J.; And Others
Entryways into Science and Science Teaching: Teacher and Researcher Development in a Professional Development School. Elementary Subjects Center Series No. 84.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

National Science Board to be created and the law directed the agency to encourage and develop a national policy for the promotion of basic research and education in the mathematical, physical, medical, biological, engineering, and other sciences; to initiate and support basic scientific research in the sciences; and to evaluate the scientific research programs undertaken by agencies of the federal government. The chapters in this history of the NSF include: (1) "The Past is Prologue"; (2) "The Early Years to Sputnik"; (3) "From Sputnik through the Golden Age, 1957-1968"; (4) "Tumultuous Times, 1968-1976"; and (5) "New Concerns; New Opportunities, 1977-1985." A concluding bibliographical note contains 22 specific references. (PR)

ED 361 192 SE 053 600

NASA-Industry Education Initiative: Education Programs Report 1991.
PUB DATE- 91
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- College Science; *Educational Change; Elementary School Science; Elementary Secondary Education; Higher Education; High Schools; Primary Education; Program Evaluation; *School Business Relationship; *Science Education; Teacher Education
IDENTIFIERS- *America 2000; National Aeronautics and Space Administration; National Education Goals 1990

The NASA-Industry Education Initiative (NIEI) is the response of the National Aeronautics and Space Administration (NASA) and its private-sector contractors to the education crisis. Findings from the initial survey show that support for NIEI appears to be strong among the organizations surveyed and there is a significant level of cooperation between NIEI members and other organizations in developing and conducting programs. Heavily focused towards science, engineering, mathematics, and technology achievement, NIEI activities appear to be aligned with the national education goals. There are some areas for improvement. The majority of programs are targeted fairly late in the educational cycle and may be under emphasizing the formative years (i.e. pre-Kindergarten through elementary school). The number of initiatives geared towards adult literacy and adult-skills-enhancement is low. The number of critical assessment and systemic reform initiatives is also low. (PR)

ED 361 193 SE 053 601

White, Patricia E.; Lewis, Laurie L.
Survey on Undergraduate Education in Physics. Higher Education Surveys Report, Survey Number 15--Physics.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Dec 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *College Science; Higher Education; *Physics; *Science Departments; *Science Education;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Chemistry; Computer Assisted Instruction; Computer Networks; *Computer Simulation; Computer Uses in Education; Concept Formation; Electronic Mail; High Schools; High School Students; Misconceptions; Models; *Molecular Structure; Science Curriculum; *Science Instruction; Science Teachers; *Secondary School Science; Teaching Methods; *Telecommunications; Visual Learning; Water
IDENTIFIERS- Boston University MA; *Internet

This study reports the efforts of the Water and Molecular Networks Project (WAMNet), a program in which high school chemistry students use computer simulations developed at Boston University (Massachusetts) to model the three-dimensional structure of molecules and the hydrogen bond network that holds water molecules together. This case study examined the changes of a chemistry teacher in one 10th grade (n=17) and one 11th grade (n=16) chemistry class that were using the WAMNet computer simulations. Results are discussed concerning changes in teaching strategies, student learning and motivation, changes in the classroom, and logistical issues in getting the computers and the network set up in the school. The study concludes that: (1) teaching models used in the class changed from teacher-centered to more student-centered; (2) students were on task for most of the time they used the computers; (3) students used e-mail to contact friends rather than enter into mentoring relationships with the graduate student programmers at the university; and (4) it takes considerable cooperation between the participating groups to pilot test this kind of high technology to a school and have it used in a productive manner. (MDH)

ED 361 213 SE 053 644

Breslin, Richard D., Ed.
Report of the National Science Foundation Workshop on the Dissemination and Transfer of Innovation in Science, Mathematics, and Engineering Education (May 1-3, 1990).
PUB DATE- May 90
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biology; Chemistry; College Faculty; *College Science; Computer Science Education; Earth Science; *Educational Change; *Engineering Education; Higher Education; *Mathematics Education; Minority Groups; Physics; Program Evaluation; Science Curriculum; *Science Education; Undergraduate Students; Workshops
IDENTIFIERS- National Science Foundation

This report describes the findings of the 1990 National Science Foundation (NSF) Workshop on the Dissemination and Transfer of Innovation in Science, Mathematics, and Engineering Education, and the resulting recommendations for action to the NSF, to university administration and faculty, to professional societies and journals, and to industry. The workshop was comprised 20 members, representing all levels of responsibility in higher education, and a broad range of disciplines, including chemistry, communication, computer science, earth science, engineering, life science, mathematics, and physics. Six broad needs that must be addressed if the United States is to meet the challenges facing higher education are: (1) the students construct a value system that works for the natural world, or to perpetuate a set of beliefs that work against the creation of a sustainable society. (MDH)

ED 361 232 SO 021 910

Oliphant, Dave
Civilization and Barbarism. A Guide to the Teaching of Latin American Literature. Latin American Curriculum Units for Junior and Community Colleges.
PUB DATE- 79
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; *Community Colleges; Foreign Countries; Foreign Culture; Latin American Culture; Latin American History; *Latin American Literature; Multicultural Education; Teaching Guides; Teaching Methods; Two Year Colleges; Western Civilization
IDENTIFIERS- Global Education; *Latin America

This guide was developed as part of a project to encourage more, and more accurate, teaching about Latin America in U.S. community colleges. The specific purpose of the guide is to survey the range of 20th century Latin American literature in order to suggest various ways in which works from Latin American countries may be integrated into any course concerned specifically with the culture of the region or devoted simply to a study of culture or literature as such. The guide includes an annotated list of works, listed by country, that are especially representative of the high quality of Latin American literature. The guide also seeks to offer a variety of possible approaches to each of the literary genres (essay, short story, poem, novel, and play) and to detail in effect how specific works may be introduced into discussions of history, literature, sociology, psychology, philosophy, and art, as well as composition and any humanities course open to consideration of such cross-currents as politics and poetry, fiction and historiography, science and magic realism, New World and Old. (DB)

ED 361 233 SO 022 273

Reuter, Lutz R.
Political Participation of Non-Citzens in Germany and Western Europe. (Beitrage aus dem Fachbereich Padagogik).
PUB DATE- Jun 90
NOTE- 81p.; Based on three papers presented at the Conference of Europeanists (7th, Washington, DC, March 23-25, 1990), the Annual Conference of the Law & Society Association (Berkeley, CA, May 31-June 3, 1990), and the Conference of the German Studies Association (14th, Buffalo, NY, October 4-7, 1990).
LANGUAGE- English; German
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Civil Rights; Foreign Nationals; *Immigrants; *Migrant Workers; Voting Rights
IDENTIFIERS- *European Community; *Germany

This paper compares the present social, economic, and political rights labor immigrants enjoy within the European Community (EC). Its focus is the current debate about the municipal suffrage of permanent residents. The dual relevance of the

Program; Global Education; *Poland

This document features writings and curriculum projects developed by teachers who traveled to Poland and Czechoslovakia in the summer of 1992 as members of a Fulbright-Hays Summer Seminar. The following items are among those included: "Curriculum Project: Women and Work: A Global Perspective" (Joan K. Burton); "The Community College and Eastern Europe: Possibilities for Academic Exchanges" (Raymond V. Coleman); "The Architects of a New Era: Lech Walesa, Vaclav Havel, and the Transition to Democracy in Eastern Europe" (William M. Mahoney); and "The Impact of Political and Economic Systems on Spatial Organization and the Landscape: Poland and Czechoslovakia in Transition from Socialism to Democracy and a Market Economy" (Stephen W. Tweedie). (DB)

ED 361 252   SO 023 021

Winrich, Ralph A.
Using Art To Teach Science.
PUB DATE- May 84
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; *Art Activities; Art Materials; *Creativity; Elementary Education; Elementary School Science; Instructional Improvement; *Interdisciplinary Approach; *Problem Solving; Science Curriculum; *Science Instruction; Teaching Methods
IDENTIFIERS- Dioramas; Globes

This booklet describes 14 student art projects to be used in science classes. Creative skills involved in the process of artistic expression seem to translate very well into the problem solving world of technology. Even in the elementary level it can help build confidence, as well as the development of abstract skills that so often lead to concepts and conclusions. The first project consists of building dioramas in which the third dimension plus imagination and a few facts are combined in a box to make parts of the universe more immediate and real. Another allows students to construct globes of planets in the solar system. A mural project is described in which each grade is assigned a place in the solar system. Other projects suggest that students attempt to draw what various events like the ice age, comets, and asteroid collisions might have looked like from space or earth, design space habitats, or how their classroom could function without gravity. Patches from six space flights are pictured with suggestions for events that students could design patches for. Imagination exercises are included dealing with scientific subjects. Instructions are given for making a book in which the students fill in the pages. Ideas for creative writing, observations with instruments such as a telescope or binoculars, and photography are suggested. Descriptions of planets and moons are the basis for creating landscapes. All of the projects listed are complete with instructions, and suggestions. Many projects include lists of necessary materials and supplies. (DK)

ED 361 253   SO 023 037

Development in Mexico and Central America. Fulbright-Hays Summer Seminars Abroad Program. Summer 1991.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- Nov 91

cooperative learning and the three domains of learning: cognitive, affective, and psychomotor. Ultimately, students become fully engaged in recognizing when the application of cooperative learning to instruction is appropriate, why its application benefits the learner, and how to make the most effective application of it. (Contains 15 references.) (Author)

ED 361 272 SO 023 296

Apple, Karen L.
Is Art a Frill? Elementary Teachers' Attitudes toward Art.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Curriculum Development; Elementary Education; *Elementary School Teachers; Surveys; *Teacher Attitudes; Teacher Behavior

Traditionally, art has been viewed as a "frill." Many schools find themselves without an art specialist or with limited access to art teachers due to budget cuts. As a consequence, the responsibility of art instruction falls on the classroom teacher. A positive attitude toward art and toward its educational value is a first major step in securing a proper place for art in the daily curriculum. This study was designed to determine elementary classroom teachers' attitudes toward art and to determine if there was a discrepancy between the teachers' reported attitudes and the time actually spent on art in the classroom. A survey was distributed to the 31 teachers in an elementary school that had limited access to an art teachers. Twenty-five surveys were returned yielding an 80.6% return rate. Overall, attitudes toward art and toward its educational value in three areas of educational significance--individual, societal, and instructional--were found to be extremely positive. While some discrepancy was noted between teachers' essentially positive attitudes toward art and the amount of time spent on art in the classroom, this may be due to other factors that are unrelated to teachers' attitudes. Teachers' reported attitudes and efforts to include art in the classroom clearly indicated that they do not view art as a "frill." (Author)

ED 361 273 SO 023 304

Macron, Mary
Arab Contributions to Civilization. ADC Issues #6.
PUB DATE- 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arabic; *Arabs; Architecture; Area Studies; Astronomy; *Cultural Influences; Elementary Secondary Education; Geography; Higher Education; *Historiography; *Islamic Culture; Language; Manuscript Writing (Handlettering); Mathematics; Medicine; Multicultural Education; Navigation; Philosophy; Western Civilization; *World History

This booklet, designed to provide educational materials on Arab history and culture, describes the contributions of Islamic civilization to western civilization. To be Arab, like American, was and is a cultural trait rather than a racial mark. To be Arab meant to be from the Arabic speaking world of

Formation; Profiles; School Districts; *Secondary School Teachers; *State Standards; *Teacher Certification; *Teacher Characteristics; *Teacher Education Programs; Teacher Evaluation
IDENTIFIERS- *Texas

Data on Texas teachers underscore the need for teacher education programs to prepare increasing numbers of teachers, and for those teachers to be better prepared with strong subject content knowledge and skills to address the diverse student needs they will encounter in the classroom. This paper presents a data profile of the Texas teacher, emphasizing those characteristics that are most closely linked to preparation programs. It also describes the current system for approving professional educator preparation programs and certifying teachers and policy issues being addressed by the State Board of Education as they move toward an outcome-based accountability system. The outcome based institutional accountability system will provide institutions of higher education with the flexibility to design a variety of undergaduate degree preparation programs and alternative cerrtification programs to meet the diverse needs of prospective teachers and respond to the changing needs of students. The report presents statistical tables, with explanations, on: a profile of the Texas teacher; teachers with advanced degrees; gender and ethnicity of teachers and students; teaching experience and teacher turnover; changing focus of State education policy; teacher assessment and evaluation; outcomes for teacher education; and a comparison of Texas and national policy making roles for professional educator preparation and certification. A selected bibliography is included. (LL)

ED 361 293 SP 034 666

Russell, Tom
A Teacher Educator Reflects on the Impact of Context on Teaching Practice: Seeking Voice in Teacher and Teacher Educator Research on Practice.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College School Cooperation; *Context Effect; *Faculty Development; Foreign Countries; Grade 12; Higher Education; High Schools; Methods Courses; *Methods Teachers; Personal Narratives; Physics; *Preservice Teacher Education; Teaching Experience; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Ontario; Reflective Teaching; *Teacher Researchers

An educator who teaches physics to grade 12 students and a physics curriculum and methods course to preservice teachers analyzes the impact of context on teaching practice. A paper by A. Richert titled "Voice and Power in Teaching and Learning To Teach" is used as the foundation for interpreting the author's experience of teaching physics in grade 12 at the same time he was teaching others to teach physics. The paper outlines some personal values, contrasts the contexts of school and university, compares the second year of experience to the first, bridges the worlds of theory and practice, notes the importance of teacher research, and examines differences between transmission teachers and interpretation teachers. The (which include: "Getting to Know Me," "What Is HIV/AIDS About," and Germs Make Me Sick"); grades 5-6 which include: "The Big 'D'," "Be Aware and Show You Care," "What You Need To Know About HIV/AIDS," and "Communicable and Non-Communicable Diseases"); grades 7-8 (which include: "AIDS Education: The Tip of the Iceberg," "Learning about HIV/AIDS: Information, Resources and Cooperation," "Sharing the News About HIV/AIDS Infection," and "HIV/AIDS: Facts and Fiction"); and grades 9-12 (which include: "HIV/AIDS: Health Involves Values & Attitudes in Decision Strategies," "HIV/AIDS Risks: It's Your Responsibility," "Decision Making and Sexual Relationships;" and "Disease Transmission, AIDS and YOU." (LL)

ED 361 311 SP 034 699

Raths, James
NCATE Accreditation: A Framework for Preparing Section II of the Institutional Report. AACTE Accreditation Resource Series.
PUB DATE- 93
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accreditation (Institutions); Criteria; Educational Administration; Educational Practices; Educational Resources; Elementary Secondary Education; Faculty Evaluation; Governance; Guidelines; Higher Education; *Program Evaluation; Relevance (Education); Schools of Education; Student Needs; *Teacher Education Programs; Teacher Educators
IDENTIFIERS- *Knowledge Base for Teaching; *National Council for Accreditation of Teacher Educ

This monograph includes an analysis of current statements of standards and criteria, promotes professional dialogue concerning the meanings of NCATE standards and criteria, and advances the cause of national accreditation in teacher education. An introduction offers a statement of purposes, reviews the significance of the accreditation process, and presents caveats concerning the framework. Criteria for compliance subsumed by each standard are discussed separately with suggestions for gathering and summarizing evidence needed to prepare a narrative for the institutional report. The document is organized into five categories: (1) "Knowledge Bases for Professional Education" (design, delivery, content of the curriculum in general education, specialty studies, and professional studies); (2) "Relationship to the World of Practice," which focuses on clinical and field-based experiences and relationships with graduates and schools; (3) "Students" (admission, monitoring progress, advisory services, and completion of program); (4) "Faculty" (faculty qualifications and assignments, load, development, and evaluation); and (5) "Governance and Resources." Appendices provide models in teacher education and linkages found among preconditions, criteria, and standards. Tables of data or findings display evidence pertaining to the criteria. (LL)

ED 361 312 SP 034 701

Brooks, Douglas M.
A Nation of Learners Audiotape.
PUB DATE- Jul 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

graduate students. (Contains 22 references.) (Author/LL)

ED 361 329 SP 034 743

Markowitz, Nancy Lourie; Crane, Beverley
A Case Study in Collaboration for Curriculum Reform.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College School Cooperation; Computer Uses in Education; *Curriculum Enrichment; Demonstration Programs; Elementary School Teachers; Grade 4; Higher Education; Intermediate Grades; *Methods Courses; *Online Searching; Participant Observation; Preservice Teacher Education; Resource Teachers; *School Districts; Social Studies; Teacher Educators
IDENTIFIERS- California; *DIALOG; *San Jose State University CA

This paper presents a case study describing the collaboration between a state university, a local school district, and Dialog Information Services, Inc. that was designed to include the use of online searching in a social studies methodology course and to encourage school curriculum reform in the area of technology by integrating online searching into the elementary social studies curriculum of a fourth-grade classroom. Two assumptions guided the research: (1) that significant changes will have to occur in both preservice and inservice education for computers to become integrated into the school curriculum; and (2) that collaborative partnerships between universities and schools can facilitate curriculum reform in both institutions. Data were gathered from the classroom teacher and the computer resource teacher at the beginning of the semester to provide baseline information; a taped interview was held with each teacher at the end of the semester; response journals were used weekly by the students; and a university professor acted as a participant-observer providing data through a personal journal. A discussion framed by key elements identified as necessary for successful collaborative efforts and a summary of project outcomes, both successes and failures, complete the document. (Contains approximately 20 references.) (LL)

ED 361 330 SP 034 745

Hasseler, Susan S.; Collins, Allan M.
Using Collaborative Reflection To Support Changes in Classroom Practice.
PUB DATE- Mar 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Change; *Change Strategies; *Educational Practices; Elementary Secondary Education; Faculty Development; Inservice Teacher Education; Teacher Attitudes; Teacher Effectiveness; *Teacher Improvement; *Teaching Models; *Videotape Recordings
IDENTIFIERS- *Reflection Process; Reform Efforts

judge, the results indicate a convergence on the constructs devised. In effect, judges agreed with each other, and were correct on 93.5 percent of the ratings, which is strong evidence for both construct validity and reliability of the 16 problems. Seven tables present study findings. (Author/SLD)

ED 361 350 TM 020 403

Leon, Marjorie Roth; Zawojewski, Judith S.
Conceptual Understanding of the Arithmetic Mean. Draft.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Child Development; *College Students; Comparative Testing; *Comprehension; Concept Formation; Difficulty Level; *Elementary School Students; Fundamental Concepts; Grade 4; Grade 8; Higher Education; Intermediate Grades; Junior High Schools; *Junior High School Students; Knowledge Level; *Mathematical Concepts; Scores; Test Items
IDENTIFIERS- *Arithmetic Mean; Oral Examinations; Paper and Pencil Tests

The understanding of children and adults regarding four component properties of the arithmetic mean was studied. The component properties were: (1) the mean is a data point between extreme values of a score distribution; (2) the sum of deviations about the mean equals zero; (3) when the mean is calculated, any value of zero must be taken into account; and (4) the average value represents the values that were averaged. Also studied were the relative difficulties of these properties, the potential of varied problem formats to facilitate understanding of these concepts, and differences between methods of investigating understanding (individualized oral tests and large-group paper-and-pencil tests). A 16-item test that presented the properties in story and numerical form was completed by 41 fourth graders, 60 eighth graders, and 40 college students. Data were analyzed quantitatively and qualitatively. Mastery of all properties increased with age. Story format was superior to numerical format, and the first two properties were significantly easier to master than the latter two, possibly because of an artifact of item format. Differences between individualized oral tests and paper-and-pencil methods can cause varying conclusions to be drawn about subjects' understanding of the arithmetic mean. (SLD)

ED 361 351 TM 020 405

Johnson, Frank H.
Public Elementary and Secondary State Aggregate Data, by State for School Years 1991-92 and 1990-91. E.D. TABS.
PUB DATE- Jul 93
NOTE- 74p.; For the previous report in this series, see ED 347 203.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Educational Finance;

National Competency Tests; Program Descriptions; *Research Projects; Science Education; *Testing Programs; United States History
IDENTIFIERS- CCSSO State Collaborative on Assess and Studt Stan; *Council of Chief State School Officers; Standard Setting

Innovative work being done in the area of educational assessment is explored, focusing on the experiences of the State Collaborative on Assessment and Student Standards of the Council of Chief State School Officers (CCSSO). The following projects currently being carried out by the CCSSO are described: (1) the Secondary Academic Standards and Assessment Project in U.S. History, in which 10 states have joined to plan standards and assessment measures for emerging national content standards in history; (2) K-12 Science Education, an effort by 14 states to plan the development of science education assessment measures; and (3) the Primary-Level Assessment System project, which assists participating states in research, development, and implementation of a developmentally appropriate primary-level instructional and assessment system. Each project includes a research and staff development component. All have developed higher and more appropriate standards and assessments for classroom and state levels. All these efforts may fall short unless they promote the idea that children can and will learn all they need to learn. (Contains 7 references.) (SLD)

ED 361 369 TM 020 456

Elliott, Emerson J.
National Testing and Assessment Strategies: Equity Implications of Leading Proposals for National Examinations. Outline of Remarks at a National Seminar on Equity and Educational Testing and Assessment.
PUB DATE- 12 Mar 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Assessment; Educational Trends; Elementary Secondary Education; *Equal Education; Federal Government; *Government Role; National Competency Tests; *National Programs; Professional Development; Racial Differences; Seminars; *Student Evaluation; Test Bias; *Testing Programs; Test Use; Training; Trend Analysis
IDENTIFIERS- *National Assessment of Educational Progress; Performance Based Evaluation

An outline of remarks made at a National Seminar on Equity and Educational Testing and Assessment in March of 1993 is provided. Issues of equity in education and educational assessment are discussed in the context of the National Assessment of Educational Progress (NAEP). The NAEP is a national test in the sense that it monitors what is happening in the nation, but it is not a national examination for individual students in the sense that the term has been used in recent discussions. There continues to be considerable debate about the proper role for the NAEP. The National Council on Education Standards and Testing has suggested that the present NAEP functions well as a measurement of and report on trends, and should be kept separate from a new national system of examinations. The NAEP has been sensitive to equity issues and eliminating bias in assessment. As the NAEP moves into the area of performance assessment, new equity issues are emerging. Some recent examples of differences in performance by racial groups

Education Programs; *Cultural Differences; Educational Assessment; Elementary Secondary Education; Equal Education; Ethnic Groups; Evaluation Methods; Government Role; *Limited English Speaking; Minority Groups; *Program Evaluation; User Needs (Information)
IDENTIFIERS- Joint Committee on Standards for Educ Evaluation; *Language Minorities; Testimony

The utility of the proposed Program Evaluation Standards to educational practitioners, and the adequacy of some of the standards in addressing issues in evaluation in culturally and linguistically educational environments are discussed, drawing on the author's experience as Director of the Evaluation Assistance Center East in Arlington (Virginia). As it stands, the proposed document is well written and generally clear, but it may be too long and complex for some potential users. The standards as they are written will certainly confirm and support good practices in the evaluation of bilingual education programs. Six are worthy of particular comment. Utility Standard 1 addresses the audience for the standards, and it is recommended that it should mention language minority groups explicitly. With regard to Utility Standard 5, Report Clarity, and Utility Standard 6, the standard on report dissemination, it is again imperative that language minorities be mentioned specifically. Concern for those of limited English proficiency must be built into Propriety Standard 3, Rights of Human Subjects, and Propriety Standard 6, Disclosure of Findings. In a similar way, Accuracy Standard 5, Valid Measurement, should encompass a positive guideline that enjoins evaluators to consider all relevant characteristics of respondents, including language proficiency. (Contains 3 references.) (SLD)

ED 361 388 TM 020 488

Downs, Judy R.
A Mini-Workshop in Critical and Creative Thinking.
PUB DATE- 1 Aug 93
NOTE- 6p.; Paper presented at the International Conference on Critical Thinking (Sonoma, CA, August 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Beliefs; Comparative Analysis; Concept Formation; *Creative Thinking; *Critical Thinking; Elementary Secondary Education; Higher Education; Student Attitudes; Synthesis; Teacher Role; *Teaching Methods; *Thinking Skills; Workshops
IDENTIFIERS- Cognitive Flexibility; Flexibility (Attitude)

Critical thinking and creative thinking are explored. Critical thinking is the process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, or evaluating information. It includes affective strategies such as thinking independently and developing intellectual perseverance. Certain teaching behaviors can encourage critical thinking, just as others can inhibit it. Students who are introduced to critical thinking skills build skills on a continuum and begin to acknowledge the opposition and variety of beliefs. Eventually students take a stand and defend their positions with intelligent arguments as they take responsibility for their thoughts and actions. Creative thinkers have a strong commitment to a personal aesthetic and a powerful drive toward wresting order from chaos. They have the mental faculties of adaptive flexibility, fluency of association, originality, and the ability to integrate achievement in introductory college chemistry. A group of 179 students who began as new freshmen during the same fall semester and took an introductory chemistry course during their first year of college, participated in the study. All students completed a survey which included several items that measured students' self-ratings of their academic abilities and their expectancies for academic achievement. The results indicated that students' initial attitudes are significant predictors of their subsequent grade achievement in introductory college chemistry. In addition, it was found that self-ratings of mathematical ability were significant predictors of earning a grade of C or better, while the number of years of high school math taken was a significant predictor of earning a passing grade (D or better). These results suggest that there is a set of minimum mathematical skills necessary for passing introductory chemistry and that initial attitudes become significant predictors only for students who have the prerequisite math skills. Contains 54 references. (GLR)

ED 360 945 HE 026 684

Meredith, Mark
How To Use Barker's Paradigm Concepts To Help Solve Major Higher Education Problems and Help Create a Vital Future for Institutional Research and Planning. AIR 1993 Annual Forum Paper.
PUB DATE- May 93
NOTE- 28p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *College Administration; College Faculty; Creative Thinking; Divergent Thinking; Educational Planning; *Educational Quality; Graduate Students; Higher Education; *Institutional Research; *Problem Solving; Professional Personnel; Surveys
IDENTIFIERS- *AIR Forum; *Barker (Joel A); *Paradigm Shifts; Total Quality Management

This paper introduces, as a new, relevant, technique for use in institutional research and planning, the concept of paradigms as presented by J. A. Barker. The paper uses as examples of these concepts analysis of two major problems, frequently found in higher education and institutional research and planning. These examples illustrate how outsider innovations and the so-called "messing with the rules" activity can produce paradigm shifts that help solve problems and help create a vital future for the profession of institutional research. This outsider/insider problem solving concept is demonstrated through a pilot test that was designed to solicit and compare problem-solving ideas from graduate students, faculty, staff, and members from the business community. The two problems addressed concern: (1) the constraints that the tenure system places on program and curricular change; and (2) the lack of professional management training for faculty who become managers of major resources. The paper concludes with an analysis of the responses. Attachments include the memorandum sent to study participants and a review of J. A. Barker's book, "Future Edge: Discovering the New Paradigms of Success." Contains 14 references. (GLR)

*Information Networks; Information Services; Information Systems; Library Role; Professional Associations; Public Agencies; Technological Advancement
IDENTIFIERS- Information Policy; *National Commission Libraries Information Science; *National Research and Education Network

This report summarizes the results of an open forum conducted by the National Commission on Libraries and Information Science (NCLIS) that provided an opportunity for representatives from library and service organizations and representatives from related agencies to offer comments, suggestions, and proposals related to the roles of libraries and information services in the National Research and Education Network (NREN). Concerns and findings are summarized with regard to the following six broad topics included in the 1991 Act to establish the NREN: (1) funding sources and mechanisms to sustain network operations; (2) managerial, administrative, and operational structures for network evolution and development; (3) charges for network access for information service providers and charges for users of commercial information services through the NREN; (4) the technological feasibility of allowing commercial information service providers to use the network and other federally funded research networks; (5) protection of copyrights of material distributed over the network; and (6) policies appropriate to insure the security of resources available on the network and to protect the privacy of users of the network. Each section of the report summarizes issues and suggestions presented for each of these topics. Attachments include a news release about the forum, lists of participating organizations and individuals, conference schedules, and highlights of statements. (SLD)

ED 360 965 IR 054 640

Utah Publications Depository Program. Manual of Guidelines for State Agencies, Revised and Manual of Guidelines for Depository Libraries, Revised.
PUB DATE- Jan 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Information; Audiovisual Aids; Databases; *Depository Libraries; *Government Publications; Government Role; Guidelines; Library Role; *Library Services; *Public Libraries; *State Agencies; State Legislation; State Libraries; *State Programs
IDENTIFIERS- Unpublished Materials; *Utah

Two manuals provide guidelines for users of the Utah Publications Depository Program. The first, "Guidelines for State Agencies," is designed to assist agencies in complying with the depository law. The program is designed to collect Utah State Governmental publications and to make them available through libraries. State publications include books and other print materials, as well as audiovisual materials produced by state agencies. Depositing these materials provides citizens with ready access to information published by the state at a minimum cost and effort. The responsibilities of the state agency include designating a contact person for communication between the agency and the State Library Division and standardizing title pages so that publications can be entered into a database. Sample title pages and information on how to deposit are requests involve locating funding sources for local officials, rural communities, and citizens. The examples of two communities in New Mexico illustrate the RIC in use. The RIC also uses the services of several online vendor databases to provide user information. Presidential and congressional support ensures the RIC's continued growth and promises a favorable impact on federal rural programs. (SLD)

ED 360 986 IR 054 674

Morton-Schwalb, Sandy
Celebrating 50 Years of Cooperation, 1942-1992.
PUB DATE- 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Cooperation; Copyrights; History; Information Dissemination; *Information Science; Institutional Role; *Library Associations; *National Organizations; *Organizational Effectiveness; Organizational Objectives
IDENTIFIERS- *Council of National Library and Info Associations

In celebration of the 50th anniversary of the Council of National Library and Information Associations (CNLIA) (called the Council of National Library Associations until 1978), this document describes the CNLIA's purposes and accomplishments. Since 1942 the CNLIA has served as a forum for library and information associations to examine the issues and challenges facing them and the information community at large. In this anniversary year the Council has 19 member associations, united in their interest in library issues and fostering cooperative projects of value to librarianship and information science. Some of the major projects of the CNLIA are discussed, including the "Bowker Annual of Library and Book Trade Information," published annually since 1955, and a number of other publications and committees. In recent years the CNLIA has been active in issues of copyright and reproduction rights. In the future, it is expected that the CNLIA will continue to play a major role in library concerns, providing an environment where smaller associations with limited resources can work on equal footing with larger organizations. Attachments include lists of directors and council members, and some commemorative letters and publications honoring the anniversary, along with a description of procedures adopted from 1990 and the organization's constitution. (SLD)

ED 360 987 IR 054 675

The Effect of Expanded Electronic Access to Periodical Literature on Library Users, Collections and Operations. Final Report of the OCAC Measurement and Evaluation Subcommittee, University of Illinois Library at Urbana-Champaign.
PUB DATE- 4 Apr 93
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; College Libraries; College Students; Comparative Analysis; Data Collection; Evaluation Methods; Higher Education; Information Dissemination; *Information Networks; *Library Catalogs; Library Services; *Online Catalogs; Periodicals; Questionnaires; Tables (Data); User Needs (Information); *Users (Information); Use Studies

exemplifies a program with the goal of reaching library employees and library users with a message that states the positive benefits of enhanced collection preservation, longevity, usability, and access. The guide is organized and arranged to enable a library to evaluate its current preservation communication to staff and users and to begin or augment its own programs. Suggestions are made for a start-up effort, and a more fully developed program is also described. Lists are provided of the care and handling concepts to transmit to staff and users. Examples are provided from the practices of other libraries. Twenty-three articles dealing with staff training and user awareness are presented, and a list of 31 additional resources is included for supplemental reading. (SLD)

ED 361 004 IR 054 698

The Leadership Role in Library Fund Raising. Minutes of the Membership Meeting of the Association of Research Libraries (120th, Charleston, South Carolina, May 13-15, 1992).
PUB DATE- 93
NOTE- 181p.; Title on cover page reads "Minutes of the 120th Meeting."
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Conference Proceedings; Decentralization; Financial Support; *Fund Raising; Higher Education; Institutional Advancement; *Leadership; *Library Administration; Library Associations; Library Collection Development; *Library Development; Library Expenditures; Meetings; Operating Expenses; Research Libraries; Teacher Attitudes
IDENTIFIERS- *Association of Research Libraries; Library Directors; *Library Funding

The "Leadership Role in Library Fund Raising" was selected as the program theme for the 120th meeting of the Association of Research Libraries (ARL) to call attention to the changing scene of fund raising in higher education. Session 1 set the stage with an overview of the leadership role of library fund raising in the context of the institution as a whole. Program Session 2 convened a panel of four directors to focus on fund raising and the expectations of the library director, and Session 3 conducted a panel on the design and implementation of library development programs. In addition to the panel discussions, the following papers are presented: (1) "The Decentralization of Development: Impact on Power, Priorities, and Faculty Perceptions" (Margaret R. Hall); (2) "An Organizational Approach to Cooperative Campaigns" (David Olien); (3) "Finding and Fashioning a Fund Raising Style/Designing a Development Strategy" (Victoria Steele and Stephen D. Elder); (4) "Serials Prices: Issues and Strategies" (Donald W. Koepp); (5) "The Association of American Universities and a Research Libraries Agenda" (John Vaughn); (6) "Results of Quick-SPEC Survey on Fund Raising" (Lynda Claassen); (7) "Essential Components of a Library Development Program" (Joan M. Hood); (8) "Library Development as Part of the Overall Strategic Planning Process" (Barbara I. Dewey); (9) "Developing a Working Relationship between the Director and the Development Officer" (Donald Riggs); and (10) "Innovative Strategies for Raising Money" (Victoria Steele). Five appendixes provide details about the association and its finances. (SLD)

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; College Graduates; Community Colleges; Comparative Analysis; *Economically Disadvantaged; *Education Work Relationship; *Salaries; *Student Employment; Two Year Colleges; Two Year College Students; Vocational Education; *Vocational Followup; Wages
IDENTIFIERS- Santa Barbara City College CA

A study was conducted to determine the earnings made by students while enrolled at Santa Barbara City College (SBCC) in California, and during their first and third years after leaving SBCC. The study, which compared employment status and earnings by occupational field, and outcomes for associate-degree completers and those earning 12 or more credits at SBCC, matched Social Security numbers of students who attended the college from 1986-87 to 1989-90 with income data collected from employers by the California Employment Development Department. Annual earnings data are somewhat understated in that total wages are reported and averaged regardless of how many hours per week the employee works. Study findings included the following: (1) the percentage of graduates who found year-round employment in California during their first year after leaving SBCC ranged from 100% for Drafting/Computer Aided Design graduates to 55% for Marine Diving Technology graduates; (2) the third year of post-college earnings for associate degree recipients was highest among nursing graduates ($33,370); (3) the average annual wage for all SBCC occupational students completing 12 or more units of coursework was $22,436 in their first year, and $26,427 in their third year after leaving SBCC; (4) the percentage of former students finding year-round employment increased from 68% to 73% from the first to third year after leaving SBCC; (5) among degree recipients, annual wages increased by 41% between the first and third year of post-SBCC employment, as compared with a 28% increase for those leaving SBCC after earning 12 or more units; and (6) among students who completed an associate's degree, economically disadvantaged students earned almost as much money as non-economically disadvantaged students. (PAA)

ED 361 023   JC 930 401

Attmore, Robert H.
Taylor Business Institute. Report 93-T-1.
PUB DATE- 9 Sep 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); Educational Finance; *Eligibility; Financial Audits; Program Administration; *Proprietary Schools; Recordkeeping; *Student Financial Aid; Two Year Colleges
IDENTIFIERS- *New York; *Taylor Business Institute NY

Taylor Business Institute is a proprietary, degree-granting school located in New York City, offering various programs leading to two-year degrees and diplomas. An audit was conducted by the New York State Comptroller's Office of the records and procedures used by Taylor in certifying students' awards for the Tuition Assistance Program (TAP) and the Supplemental Tuition Assistance Program (STAP) for the 1989-90 and 1990-91 academic years. In addition, a limited review was conducted of the Higher Education Services Corporation's (HESC's) records for 1988-89 and 1991-92 to detect errors or inconsistencies in Taylor's certifications of student

Cook, Jean, Ed.; Mitchner, Gary, Ed.
STAGES: A Short Term Travel Grant for Educators. A Report on a Curriculum Development Experience for Ten Ohio Community and Two-Year College Faculty in Czechoslovakia, Poland and Romania during the Summer of 1992.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 93
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Allied Health Occupations Education; Art; *Business; Business Education Teachers; *College Faculty; Community Colleges; *Curriculum Development; Educational Trends; *Foreign Countries; *International Trade; Legal Responsibility; Pollution; *Travel; Travel Training; Two Year Colleges
IDENTIFIERS- Czechoslovakia; Economic Trends; *Europe (East); Ohio; Poland; Rumania

During a 4-week period in June and July of 1992, 10 faculty members from two-year colleges in Ohio traveled to Czechoslovakia, Poland, and Romania as part of the Building the Capacity for International Competitiveness (BCIC) program, a partnership of three Ohio community colleges. Focusing on gathering information to assist in the development of international curricula, program participants met with educators, social service workers, business persons, and United States Embassy personnel in Prague, Krakow, and Bucharest. This collection of reports by program participants contains the following: (1) "International Business Curriculum: Computer Technologies and Office Automation in Eastern Europe," by Linda Denney; (2) "Use of Technology in Eastern (Central) Europe and Business Opportunities," by Dan J. Heighton; (3) "Observed Marketing Activity in Czechoslovakia, Poland and Romania," by Russell N. Panas; (4) "Law in Eastern Europe," by Garnett McDonough; (5) "Adapting Organizational Behavior To Do Business in Poland and Czechoslovakia," by Madge M. Jenkins; (6) "Eastern Europe: Focus on Dietetics and Health Care," by Beatriz U. Dykes; (7) "Exposure to the Arts in and of Central Europe," by Judith Breisch Wise; (8) "Environmental Crisis: Czechoslovakia and Poland," by Lael Bradshaw; (9) "Challenges to Education in East Central Europe," by Jean Cook; and (10) "Preparing for Safe, Healthy and Efficient Travel to Eastern Europe," by Sue A. Zulauf. Recommendations concerning short-term travel abroad opportunities conclude the report. Appendixes include information on the participant selection process; application materials; participants' names and institutional affiliations; and information on the BCIC. (PAA)

ED 361 041 JC 930 422

Simpson, Mary-Margaret, Ed.; And Others
Beyond the Vision: Implementation Strategies for Diversifying Community College Leadership. A Beacon College Project.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 93
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Characteristics; Administrator

DESCRIPTORS- Access to Education; *Budgeting; Budgets; *Change Strategies; *College Planning; Community Colleges; Economic Change; Educational Finance; Educational Trends; *Expenditures; *Financial Exigency; Full Time Equivalency; *Resource Allocation; School Funds; Tuition; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

To determine the effects of changes in state funding on patterns of spending among institutions within the Virginia Community College System (VCCS), an analysis was performed of audited operating expenditures, enrollment, and staffing for the decade between 1980 and 1990 for each of the 23 VCCS colleges. The analysis found that from 1981-82 to 1990-91 there was a 55% increase systemwide in the ratio of "education and general" (E&G) expenditures to full time equivalency students (FTES), with appropriations for FY90 amounting to $1.2 million less than inflation adjusted FY80 levels. One response to the financial pressure was to raise tuition, and tuition revenue over the study period increased from 22% of actual E&G expenditures to 24%. In addition, from 1985-86 to 1990-91 there was a 53% decline in FTES expenditures in instructional equipment, while other methods VCCS presidents used to compensate for reduced resources were staff reductions, increased use of part-time faculty, increased student/faculty ratio, reduced expenditures for academic support, and reduced expenditure for operation and maintenance. However, while the presidents significantly increased the student/faculty ratio, they also applied a relatively constant percentage of E&G funding to instruction. Recommended tactics for coping with financial pressures include restricting enrollment, evaluating programs based on delivery cost, and rethinking the mission of the community college. (MAB)

ED 361 057 JC 930 483

Ignash, Jan M.
Challenging the "Revolving Door Syndrome." ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Advising; *Academic Persistence; Community Colleges; *Dropouts; Early Intervention; Educational Innovation; Mentors; Program Descriptions; Program Effectiveness; *School Counseling; *School Holding Power; School Orientation; School Surveys; Stopouts; Student College Relationship; *Student Development; Two Year Colleges
IDENTIFIERS- ERIC Digests

The "revolving door syndrome" refers to the ease with which students are able to enroll in community colleges and the equal ease with which they can drop out. In addition to traditional retention strategies, such as assessment, placement, orientation and advising, innovative approaches have been implemented at five community colleges nationwide. At St. Louis Community College, in Missouri, an effort was made to focus on stopouts by sending letters to all non-returning students in summer 1990, expressing continued interest in the student and reminding them of fall registration dates. The intervention resulted in a statistically significant increase in student re-enrollment. As the result of a survey of the educational goals of non-returning students at Del Mar College, in Texas, a report. A second purpose was to examine the extent to which birth-order, daycare, child age, and child language level are associated with parental predictions. The study sample included 48 mothers and their children, including 16 specific language-impaired preschoolers (mean age 52 months), 16 chronological age-matched normal children, and 16 younger language-age-matched normal children (mean age 39 months). Each child completed the Peabody Picture Vocabulary Test-Revised to measure receptive vocabulary and the Expressive One-Word Picture Vocabulary Test-Revised to measure expressive vocabulary. Mothers were asked to complete the vocabulary scales as they predicted their child would, and to complete the Vineland Adaptive Behavior Scales for their child. Results included the following: (1) first and only borns obtained significantly higher expressive vocabulary scores than second or later borns; (2) no sex effects were observed; (3) mothers of language-impaired children viewed their children's expressive and receptive vocabulary development as poorer than mothers of language-matched and age-matched controls; (4) mothers overestimated vocabulary development with the exception that maternal simulation scores in the specific-language impaired group for receptive vocabulary did not differ from actual child scores; (5) on a general level, mothers of specific-language impaired children faired more accurately in their simulations; (6) language-impaired children obtained lower ratings on the communication and socialization scales of the Vineland than other children; (7) when simulating performance, mothers of specific, language-impaired children may have been influenced by their appraisal of non-linguistic competencies--a negative halo effect; and (8) on an item by item basis, mothers of age-matched normals fared more accurately in their simulations than the other groups. (Contains 15 references.) (AC)

ED 361 076 PS 021 583

Uhlendorff, Harald; Oswald, Hans
Parental Social Network and Child's Friendship Network.
PUB DATE- Mar 93
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Students; Foreign Countries; *Friendship; *Parent Influence; Parent Student Relationship; *Peer Relationship; Popularity; Sex Differences; *Social Networks; Sociometric Techniques
IDENTIFIERS- Germany (Berlin); *Sociometric Status

This study analyzed the relation between the friendship networks of parents and the peer networks of their children. Subjects were 255 second- through fifth-grade children of an inner-city primary school in the western part of Berlin, Germany, who were interviewed about friends. In the interview, children were asked to name other children with whom they shared activities outside school. In the second phase of data collection, a subsample, composed of the parents of 116 children, were interviewed separately at home about their social networks. Analysis revealed that the number of mothers' and fathers' leisure-time friends was positively related to the number of the children's peer relationships with non-classmates, but not with classmates. In the case of fathers, the relation was

*Language Acquisition; Preschool Education; Program Descriptions; School Readiness; *Social Development; *Social Influences; *Social Services; Toddlers
IDENTIFIERS- *Integrated Services

This report explores social environmental supports and hazards to emotional, social, and linguistic development in infancy and early childhood. After a discussion of the prevalence and consequences of early language and emotional difficulties, selected studies that examined the effects of social experience on emotional and linguistic growth, including studies that articulated a risk and protective factors approach, are reviewed. Next, the report describes a sample of early intervention programs that bridge the distance between children, parents, educators, and health care and social service providers. The report emphasizes community-based approaches to preventive intervention that provide comprehensive yet intergrated services within a family-centered model. (Contains 251 references.) (Author/MM)

ED 361 097 PS 021 645

Winslow, Emily B.; Shaw, Daniel S.
Relations among Indices of Maternal Stress, Support, Adjustment, and Parenting Strategies: A Study of Low-Income Families.
PUB DATE- Mar 93
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Child Rearing; Longitudinal Studies; *Low Income Groups; Marital Satisfaction; *Mothers; *Parent Child Relationship; Social Support Groups; *Stress Variables; *Toddlers
IDENTIFIERS- *Control (Social Behavior); Maternal Responsiveness

A study examined relations among maternal stress, social support, adjustment, and the use of positive (encouraging) or negative (punitive) control strategies in a low socioeconomic status sample. The study sample consisted of 40 mother-son dyads examined longitudinally when the children were 18 and 24 months of age. During this period, mothers generally begin to increase their use of disciplinary strategies due to children's increasing mobility and cognitive development. At both assessments, mothers and their sons participated in a structured clean-up task designed to elicit the use of maternal control strategies. Mothers also completed self-report measures of daily child-rearing problems, social support, marital satisfaction, depressive symptomatology, and demographic information. Child compliance and noncompliance during the tasks were rated. Study findings included the following: (1) mothers experiencing low marital satisfaction and low social support at the 18-month assessment used more punitive strategies at 24 months; (2) 18-month maternal self-report indices were associated more strongly with 24-month control strategies than 18-month strategies; (3) though the quality of support and satisfaction mothers received from significant relationships seemed to influence the development of parenting style, daily child-rearing stress did not correlate significantly with maternal stress at either age; and (4) mothers reporting lower relationship satisfaction, lower support, and lower adjustment did not employ significantly fewer contingent control strategies. (AC) responsibility; (14) community; and (15) laughter. Each of these areas of learning has a direct impact on the ways in which children pass into adolescence and adulthood. Early and consistent intervention, along with long-term follow-up care and evaluation, will prevent the development of negative patterns and low self-esteem in adolescence and adulthood. (MDM)

ED 361 117 PS 021 744

Simpson, Kelly S.; And Others
Marital Discord and Children's Coping and Adjustment.
PUB DATE- Mar 92
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Children; Conflict; *Coping; *Emotional Adjustment; *Marital Instability; *Parents
IDENTIFIERS- *Marital Discord; Parent Reports; Perception of Emotion

This study examined the specific relations and processes underlying the association between marital disturbance and child maladjustment. Data were gathered on 51 9- through 12-year-olds, along with their parents, on specific dimensions of marital discord, children's coping responses to conflict, and child adjustment. Parent reports, child reports and interviews, and children's responses to videotaped scenes of inter-adult conflict provided data for analysis. It was found that children who perceived higher levels of marital conflict: (1) tended to espouse more avoidant coping strategies; (2) felt less competent about their abilities to intervene in the conflict and to make themselves feel better; and (3) were more likely to experience behavior problems than were those from low-conflict homes. Furthermore, parents' reports of marital adjustment were found to be a poor predictor of child behavior problems, despite their frequent use in the literature. (Author/MDM)

ED 361 118 PS 021 755

Oversight Hearing Regarding the Head Start Program. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (Downey, CA, April 8, 1993).
PUB DATE- 93
NOTE- 95p.; Serial No. 103-11. Portions contain small print.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compensatory Education; Educational Needs; *Educational Quality; *Federal Aid; Federal Programs; Hearings; Parent Participation; Political Issues; Preschool Education; *Program Development; *Program Effectiveness
IDENTIFIERS- *California; Congress 103rd; *Project Head Start; Reauthorization Legislation

In anticipation of the 1994 reauthorization of the Head Start Act, this oversight hearing sought testimony from California county government grantees managing groups of Head Start facilities, program directors, teachers, parents, and other participants. Following introductory comments by subcommittee members, Andrew Kennedy, senior Head Start project director in Los Angeles (LA) County, addressed the changes needed to how various tribes migrated to the Plains, hunting culture, the importance of the buffalo and the horse, and the roles of men and women; (2) removal of the "five civilized tribes" from the Southeast to the Plains, creation of Indian Territory, and building the Cherokee Nation; (3) how the Civil War increased pressure on the Plains Indians and led to violence on the northern Plains; (4) destruction of the buffalo and battles between U.S. troops and Native Americans on the southern Plains in the 1860s and 1870s; (5) loss of Native American homelands on the northern Plains and the flight of Chief Joseph and the Nez Perce; and (6) hardships of reservation life, policies and laws that threatened Native American culture, removal of Indian children to boarding schools, and the Ghost Dance movement and Wounded Knee. Each chapter contains a short article on Native American heritage, an outline of key ideas, questions for review and critical thinking, and suggestions for writing assignments. This book contains an index, a glossary, maps, timelines, and many photographs. (SV)

ED 361 136 RC 019 252

Farm Foundation. Annual Report, 1993.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agriculture; Annual Reports; Elementary Secondary Education; Environmental Influences; Extension Education; Leadership; *Leadership Training; *Public Policy; *Research Projects; *Rural Areas; Rural Youth
IDENTIFIERS- *Farm Foundation IL

This annual report highlights a strategic plan focusing on issues that shape the changing future of agriculture and rural communities, and describes 1992 programs. The strategic plan addresses the following priority areas: (1) globalization; (2) environmental issues; (3) new technologies; (4) consumer issues; (5) role of agricultural institutions; and (6) changing rural communities. A section titled "Policy Dialogue" summarizes seminars, workshops, and conferences funded by the Farm Foundation, including a meeting focusing on the needs of young children in rural communities. A section titled "Research Agenda Development" reports on the research projects funded during the past year. Outlines of regional cooperative extension meetings include a description of the activities of a western public policy education committee that focused on globalization and environmental issues. The section titled "Leadership Development and Recognition" features leadership development activities funded by the Farm Foundation and recognizes accomplishments of individuals (including fellowships, scholarships, speakers, workshops, and publications). Examples include a workshop for educating young reporters about agriculture, a project of the American Agricultural Economics Association Economic Education for Youth Committee; and a task force on food and agricultural and resource economics for youth. The document also contains lists of staff activities, round table members, Farm Foundation contributors, financial data, and publications. (KS)

ED 361 137 RC 019 263

Meal Planning for People with Diabetes, 2nd Edition = Planificacion de Comidas para Personas con Diabetes, 2 Edicion.

Manning, Diane
Hill Country Teacher: Oral Histories from the One-Room School and Beyond. Twayne's Oral History Series No. 3.
PUB DATE- 90
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Biographies; *Educational Change; Educational History; Elementary School Teachers; Elementary Secondary Education; Females; Local History; *One Teacher Schools; *Oral History; *Personal Narratives; Rural Areas; Rural Education; Rural Schools; Secondary School Teachers; *Teaching (Occupation); *Teaching Experience
IDENTIFIERS- Teacher Community Relationship; *Texas

This book presents the oral histories of one male and seven female retired teachers who began their careers during the 1920s and 1930s in one-room schools in the Texas hill country. These teachers continued to teach until after the desegregation of public schools in the 1960s. The married black couple included began teaching in rural Texas in 1931 and were largely responsible for the peaceful integration of public schools in Kerrville (Texas) during the years 1963-66. The stories not only trace the development of teaching careers, but also preserve the unique experiences and contributions of a generation of teachers who pioneered in combining professional and family life. Included are memories of mandatory church attendance, prohibition of marriage for teachers, loss of students to World War II, and the isolation of life in rural communities. The relationship between teacher and community was very close. Teachers often taught in their home communities, and when teachers came from a distant community, they were encouraged to board with a school trustee to absorb local standards and customs. The stories also document important milestones in educational history related to integration, special education, consolidation of small rural schools, end of prohibition against marriage for women teachers, and end of school prayer. This book contains a 75-item bibliography, an index, and photographs. (LP)

ED 361 156 RC 019 297

Kuipers, Barbara J.
American Indian Reference Books for Children and Young Adults.
PUB DATE- 91
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *American Indian Education; American Indians; American Indian Studies; Annotated Bibliographies; Books; *Childrens Literature; Elementary Secondary Education; *Library Collection Development; Library Collections; *Library Material Selection; *Reference Materials

This book assists public and school library professionals to develop competence in selecting quality nonfiction materials of reference value for American Indian readers. Chapter 1 stresses the librarian's responsibility for choosing Native American reference books, especially when the audience is largely or wholly Native American. Chapter 2 outlines evaluation criteria

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *Educational Change; Elementary Education; Elementary School Science; Elementary School Teachers; Graduate Students; Group Discussion; Models; *Personal Narratives; *Professional Development; Professors; *Science Instruction; *Science Teachers; Teacher Attitudes; Teacher Behavior; Teacher Education; Teaching Methods
IDENTIFIERS- *Professional Development Schools; Science Education Research

Teachers describe their professional development experiences regarding science, science teaching, and science learning as they occurred over a 2.5 year period in the Literacy in Science and Social Studies Project in a professional development school setting. They contrast their experiences in this collaborative setting with more traditional models of science education reform. The members of the Literacy in Science and Social Studies Project pursued their goals through a variety of activities including study group discussions, curriculum planning, co-teaching of elementary children and preservice teachers, and joint research on student and educator learning. In this paper, the teachers, university professors, and doctoral students use stories of their professional development in science to illustrate two themes that emerged from their work in this restructured context. First, there is the theme of increasing interest in science over time as those who initially were science-avoiders found entryways into science. The second theme is that the science educators' research, teacher education efforts, and elementary school science teaching was enriched by their regular interactions with professional whose expertise and interest were in subject matter areas other than science. The teachers illustrate how their relationships with science changed over time. Science-avoiders became comfortable with and challenged by their own learning of science and their students' ways of thinking in science. Science educators deepened their understanding of science as a socially constructed endeavor. Professional development for elementary teachers in the area of science is perhaps more meaningful when it fits with the individual's readiness to tackle this subject area. (MDH)

ED 361 174 SE 053 560

National Science Foundation Workshop on the Dissemination and Transfer of Innovation in Science, Mathematics, and Engineering Education (May 1-3, 1990). Report.
PUB DATE- Mar 91
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Innovation; *Educational Needs; Educational Objectives; *Engineering Education; Higher Education; Instructional Innovation; *Mathematics Education; Research Reports; *Science Education; Undergraduate Study; Workshops
IDENTIFIERS- Educational Issues; *National Science Foundation

A 1990 workshop discussed the dissemination and transfer of innovation in science, mathematics, and engineering education. The workshop was comprised of 20 participants, representing all levels of responsibility in higher education and a broad range of disciplines including chemistry, communication, computer science, earth science, engineering, life science, mathematics, and physics. This report describes the findings of the workshop

Surveys; *Undergraduate Students; Undergraduate Study

In 1991, a survey questionnaire concerning undergraduate education in physics was sent to a nationally representative sample of 597 four-year colleges and universities. Of these, 475 had an undergraduate physics department or a department with a physics program, and met the criteria for inclusion in the study. Responses were received from 450 of the 475 eligible institutions. The data were weighted to provide national estimates about instruction staff, computer resources, course offerings, and issues and concerns in undergraduate education in physics. Some of the highlighted results included the following. Three-quarters of 4-year colleges and universities had physics programs. Bachelor's degrees were offered by 79% of the departments with physics programs, 25% offered master's degrees, 17% offered doctorates, and 3% associate's degrees. Slightly over one-fourth of the departments stated that the number of students who declared a major in physics increased in the last 5 years. In evaluating the six components of undergraduate education in physics, department chairs assessed curriculum and faculty/staff resources more positively than they did student preparation and motivation. A large majority (85%) stated they offered undergraduate physics students access to departmental computers for undergraduate research and coursework. (PR)

ED 361 194 SE 053 602

White, Patricia E.; Lewis, Laurie L.
Survey on Undergraduate Education in Geology. Higher Education Surveys Report, Survey Number 15--Geology.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Dec 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; *College Science; Earth Science; *Geology; Higher Education; *Science Departments; *Science Education; Surveys; Undergraduate Students; Undergraduate Study

In 1991, a survey questionnaire concerning undergraduate education in geology was sent to a nationally representative sample of 597 four-year colleges and universities. Of these, 275 had an undergraduate geology department or a department with a geology program, and met the criteria for inclusion in the study. Responses were received from 262 of the 275 eligible institutions. The data were weighted to provide national estimates about instruction staff, computer resources, course offerings, and issues and concerns in undergraduate education in geology. Some of the highlighted results included the following. Almost all research universities (92%) had geology programs, but only 68% of doctoral institutions and much smaller portions of comprehensive (40%) and liberal arts institutions (15%) offered geology programs. Bachelor's degrees were offered by 88% of the departments with geology programs, 42% offered master's degrees, 23% offered doctorates, and 3% associate's degrees. Almost two-thirds (63%) of the departments stated that the number of students who declared a major in geology increased in the last 5 years. In evaluating the six components of undergraduate education in geology, department chairs assessed curriculum and faculty/staff resources more positively than they did laboratory equipment for undergraduate need for visibility; (2) the need for collaboration; (3) the need for taxonomy; (4) the need for evaluation; (5) the need for infrastructure; and (6) the need for educational insight. (PR)

ED 361 214 SE 053 645

Makedon, Alexander
Reinterpreting Dewey: Some Thoughts on His Views of Play and Science in Education.
PUB DATE- Nov 91
NOTE- 11p.; Paper presented at the Annual Conference of the Midwest Philosophy of Education Society (Chicago, IL, November 9, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; Higher Education; Moral Values; *Play; *Science Education; *Sciences; Scientific Methodology
IDENTIFIERS- *Dewey (John)

Science is very near the core of everything that Dewey commented about regarding society, education, philosophy, or human beings. According to Dewey, the scientific method allows for the maximum possible impartiality, is the only one compatible with the democratic way of life, lends itself to public scrutiny, and is the method of intelligence. This paper describes Dewey's views on: (1) Science and Nature; (2) Science, Morals, and Democracy; and (3) Play. (PR)

ED 361 215 SE 053 647

Flick, Lawrence B.
Navigating in a Sea of Ideas: Teacher and Students Negotiate a Course Toward Mutual Relevance.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Concept Formation; Educational Change; Elementary School Teachers; Grade 4; *Inquiry; Intermediate Grades; *Language Arts; *Linguistic Theory; *Science Instruction; *Science Teachers; Scientific Concepts; Solar System; Teacher Education; Writing Assignments
IDENTIFIERS- Hands on Science

The distinction between the participant and spectator functions of language are used to describe the teaching skills of a fourth grade teacher during a unit of instruction. This study documented the science instruction of a teacher who 20 years ago majored in teaching reading. In recent years she has taken steps to develop skill and knowledge in science and mathematics education. This study focused on the planning and execution of a 31-day unit on the solar system with the teacher acting as a collaborator in the qualitative research design. Linguistic theory of everyday communication highlights how this teacher used the rapid flow of relatively unstructured information, typical of inquiry-oriented elementary classrooms, as an asset in guiding students to constructing knowledge relevant to their developing concepts. Her teaching skills are commonly topic is obvious. EC bodies like the Commission, Council of Ministers, Political Council, and European Parliament withdraw competences of their national counterparts; EC inhabitants, citizens of one of the 12 democratically ruled member states, acquire the right to move, to resettle, and to work everywhere within the Community. However, when doing so, the citizens of the Community lose their basic democratic right to vote or to become elected on at least the subnational levels like those of longterm residents who immigrated from third countries without acquiring citizenship. Currently 12-15 million or four to five percent of the inhabitants of the Community are without democratic rights. Thus, ironically in overcoming the nation state and the transnational extension of socio-economic freedoms are accompanied by a regress of democratic rights and liberties. Therefore, the general (at least, municipal) suffrage of all permanent residents and a common citizenship and ius soli based naturalization legislation are on the political agenda of the Community. (Author/LBG)

ED 361 234 SO 022 427

Schwarm, Monica M.
Our Changing Future: An Integrated Plan in Social and Natural Science.
PUB DATE- 92
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary School Students; *Fossil Fuels; *Fuels; Grade 5; Intermediate Grades; Natural Sciences; *Problem Solving; *Social Studies; *Technological Advancement; Units of Study

With the current supply of fossil fuels slowly diminishing, the people of the 21st century will face a drastic change in their lives. If students become aware of the problem now, they will be able to participate in the technological and social innovations that the depletion of fossil fuel supplies will demand of society in the future. This unit plan is designed to be a thought provoking experience that will make students aware of the problem and encourage them to create innovations that will help accommodate the changes that the depletion of fossil fuels will cause. Upon completion of the lesson, the students will be able to explain fossil fuels, their sources, uses, changes that will occur because of the depletion of the supply, and innovations that could be made as a result of the depletion. The unit's five lessons begin with an introduction on fossil fuels. Students then separate into groups and brainstorm about the effects of fossil fuel depletion. Each group selects one effect for which it devises a solution. Groups brainstorm about their solutions and decide how to create models of their solutions for presentation to the class. Time is allotted for the groups to work on the projects. On the last day of the unit groups present their projects orally to the class. (Author/LBG)

ED 361 235 SO 022 503

Bunch, Charlotte; Carrillo, Roxanna
Gender Violence: A Development and Human Rights Issue.
PUB DATE- 91
NOTE- 47p.; A product of the Center for Women's Global Leadership.
LANGUAGE- English

NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; Elementary Secondary Education; Foreign Countries; Foreign Culture; Global Approach; Higher Education; *Instructional Materials; *International Educational Exchange; Political Influences; Social Change; *Teaching Experience
IDENTIFIERS- *Central America; Fulbright Hays Seminars Abroad Program; Global Education; *Mexico

This document features writings and curriculum projects by teachers who traveled to Mexico and Central America in the summer of 1991 as members of a Fulbright-Hays Summer Seminar. The following items are among the 20 included: Curriculum Project: "'Escritoras Mexicanas Contemporaneas': A Survey of Mexican Women Fiction Writers" (Laura J. Beard); "Archaeology in Mexico as an Image-Enhancer for Chicano Students" (Rene M. Flores); Curriculum Project: "Economic and Social Issues in the XX Century Narrative of Mexico and Central America" (Margarita M. Lezcano); "Speculating about Free Market Economics and Artisan Production in Mexico and Guatemala" (Patricia L. Wasielewski); and "Government Buildings as Symbols of National Unity: Comparison of the Historic Capitols of the United States and Five Latin American Nations" (Morton D. Winsberg). (DB)

ED 361 254 SO 023 157

Statistics Aren't Static: A 1992 Statistical Abstract Teaching Supplement for Grades 5-12.
PUB DATE- Dec 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demography; Geography Instruction; *Instructional Materials; Intermediate Grades; Secondary Education; Social Science Research; *Statistical Data; *Statistical Distributions

This teaching supplement from the U.S. Census Bureau is designed for educators in grades 5 through 12. The Bureau offers it as a way of addressing the needs and concerns of teachers as they attempt to include statistical information about the everyday world in an effort to meet new educational standards. The supplement is presented in order to introduce the "Statistical Abstract of the United States," a national information resource published by the U.S. Government since 1878. A sort of statistical almanac, the abstract contains more that 1,400 data tables and charts including topics such as housing, nutrition, health, the economy, the trade balance, and the environment. This supplement illustrates the content and provides a sample of the types of information contained in the abstract. In addition it supplies the teacher with suggestions for classroom activities and with explanations of various statistical concepts which teachers will find helpful no matter what data volume they use. The teacher's guide includes the contents of the 1992 statistical abstract and brief guides to demographic statistical concepts and socioeconomic statistical concepts. Illustrations present information on (1) land cover/use in the United States; (2) hazardous waste sites on the national common traditions, customs, and values shaped by a single and unifying language. The Arab civilization brought together Muslims, Christians, and Jews. It unified Arabians, Africans, Berbers, Egyptians, and many other peoples. The tensions of this mixing and meeting of peoples produced a vibrant and dynamic new civilization. The years between the seventh and thirteenth centuries mark a period in history when culture and learning flourished in the Islamic empire from Spain and North Africa, through Southern Europe, to India in the east. The Arab world enhanced and developed the arts and sciences and preserved the libraries of the early centuries of the Greek, Roman, and Byzantine cultures while Europe was in the depths of the Dark Ages. From this period of Arab influence, new words such as orange, sugar, coffee, sofa, satin, and algebra filtered into the languages of Europe. New discoveries were made in the sciences and arts that improved life and living conditions. Thousands of Arab contributions have become an integral part of human civilization. The development of the zero and algebra changed mathematics forever. Knowledge of contagion in the study of disease was a major breakthrough in medicine. The intense trade and resulting wealth of the period led to developments in architecture, navigation, and geography. (DK)

ED 361 274 SO 023 306

Zogby, James, Ed.
Taking Root, Bearing Fruit: The Arab-American Experience. ADC Issues. Special Issue.
PUB DATE- 84
NOTE- 146p.; For volume II, see SO 023 307.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Arabs; Community Study; Ethnic Groups; *Immigrants; *Life Style; *North Americans; *United States History
IDENTIFIERS- *Cultural Values

This document reports on an examination of lifestyles, cultures, and heritage of Arab communities within the United States. After a historical overview of the arrival and settling of Arab-Americans in wave after wave of immigration, the work provides close-up views of different communities across the country. Each of those views introduces a few of the people who live in the community. The document includes an examination of Arab-American community building, surveying the different regions in which Arab-Americans have built up business, family ties, education, and social life. In addition, the document offers a look backward at the terms of life and the struggle for recognition and identity of the pioneer and forebears of the present generation. Among the many essays that comprise the work are "Detroit: Our Ellis Island" (Jane Peterson); "Arab Muslims in America: Adaptation and Reform" (Yvonne Haddad); and Talbott Williams' "'Pioneers': The Syrian in America." (Author/SG)

ED 361 275 SO 023 307

Hooglund, Eric, Ed.
Taking Root: Arab-American Community Studies, Volume II.
PUB DATE- 85
NOTE- 163p.; For volume I (1984), see SO 023 306.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)

paper concludes that learning how to connect the two parallel tracks of experiences and thinking about "teaching and learning" is central to personal development as a teacher but is ignored by both schools and universities. The paper also concludes that, as university-based researchers in education have worked to study teaching from the "outside-in" perspective, they seem to have overlooked the golden opportunity to do research on their own teaching within teacher education programs. (Contains 14 references.) (JDD)

ED 361 294 SP 034 667

Lederman, Norman G.; And Others
Becoming a Teacher: Balancing Conceptions of Subject Matter and Pedagogy.
PUB DATE- Apr 93
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Structures; College Science; Higher Education; *Knowledge Level; Longitudinal Studies; *Metacognition; Methods Courses; Microteaching; Practicums; Preservice Teacher Education; Science Education; *Science Instruction; Science Teachers; Secondary Education; Secondary School Science; Student Teaching; *Theory Practice Relationship
IDENTIFIERS- *Pedagogical Content Knowledge; *Preservice Teachers

This longitudinal investigation assessed the development and changes in preservice science teachers' conceptions of subject matter and pedagogy as they proceeded through their secondary science methods course, practicum, microteaching, and student teaching. Twelve preservice science teachers were asked, on four occasions each several weeks apart, to specify what topics make up their primary teaching content area and what a diagram of the content area with these topics would look like. Interviews were conducted following student teaching to assess changes in preservice teachers' knowledge structures and to clarify any patterns. Results were analyzed in terms of the nature of preservice science teachers' subject matter and pedagogy knowledge structures; the source of these knowledge structures; stability of knowledge structures during teacher preparation; and the relationship between the knowledge structures and the act of teaching. Among the findings were: preservice science teachers do not have well-formed or stable subject matter or pedagogy knowledge structures; the responsibility of stimulating students to reflect on their subject matter seems to be most appropriately placed within the domain of the science educator; and preservice teachers reported that subject matter structures were translated into classroom practice with ease. Twelve handwritten charts and diagrams of the process are included. (Contains 17 references.) (JDD)

ED 361 295 SP 034 669

Loughran, John
Bridging the Gap.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

DESCRIPTORS- Audiotape Cassettes; *Business Responsibility; *Community Responsibility; *Educational Cooperation; Educational Policy; Elementary Secondary Education; Excellence in Education; Futures (of Society); *Leadership Responsibility; Professional Development; School Business Relationship; School Community Relationship; *School Responsibility; Technological Advancement

IDENTIFIERS- *America 2000; National Education Goals 1990; *Reform Efforts

This set of six audiotapes provides a resource for educational leaders who want to create a new learning America--a learning community of the future where creative partnership and a new shared accountability between school, business, and the community emerges. Interviews were conducted with parents, researchers, teaching teams, building principals, university educators, leaders in the private sector, local communities, state governments, America 2000, and other interested persons who spoke to their aspirations for a new learning America committed to full human resource development, learning systems design, and the development of learning communities. Topics included vision sharing, learner systems, learning systems, collaborative leadership, professional development and accountability through quality customer service. The tapes explain integrated learning systems; research on intelligence; current thinking on cognitive systems; instructional strategies using video, audio, CD-ROM, and computer networks; business principles of quality customer service; and product excellence applied to educational reform. (LL)

ED 361 313 SP 034 702

Obach, Mifrando S.; Moely, Barbara E.

Does Metacognition about Study Activities Predict Motivational Orientation in School-Aged Children.

PUB DATE- Apr 93

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Attribution Theory; *Cognitive Style; Elementary School Students; Grade 5; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Junior High School Students; *Learning Activities; *Learning Strategies; *Metacognition; Student Attitudes; *Student Motivation; Study Skills

IDENTIFIERS- *Mastery Orientation; Self Regulated Learning; Strategy Choice

This study of metacognition and motivation explored variations over time in the relationships between children's metacognitions about their study activities and various components of motivation for achievement. The study attempted to: (1) identify possible causal relations between metacognitive and motivational variables by looking at their concurrent and predictive relations; and (2) verify the notion that children who report the use of cognitive strategies and self-regulation will exhibit mastery-oriented motivational goal patterns rather than ego-oriented or work-avoidant patterns. Self-report measures assessing study strategy use (rote memory

Much of the school reform and restructuring literature has focused on the need to improve or totally restructure teaching practice in order to create schools that effectively prepare children for the future. Recent literature on learning in the workplace and teacher learning and change provide some insight into the reasons why many teacher change efforts have been less than optimal in the past and suggest some principles for maximizing the effectiveness of teacher improvement programs. This paper outlines basic principles for supporting long-term change in teaching practice and suggests that engaging teachers in structured collaborative reflection can be a particularly powerful change strategy. A collaborative reflection program in which teachers use video to develop an understanding of standards for effective practice and examine their own practice in light of these standards is examined. Suggestions are made for designing dynamic, long-term video study groups that can support the kinds of changes in teaching practice needed to create effective learning environments for all students. (Author/LL)

ED 361 331 SP 034 747

Cohen, David K., Ed.; And Others
Teaching for Understanding: Challenges for Policy and Practice.
PUB DATE- 93
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *College School Cooperation; *Context Effect; *Educational Change; *Educational Policy; *Educational Practices; Educational Research; Elementary Secondary Education; Higher Education; Preservice Teacher Education; School Restructuring; *Teacher Education Curriculum; Teacher Role; Theory Practice Relationship
IDENTIFIERS- Professional Development Schools; Reflective Teaching; *Reform Efforts

Teaching for understanding is a concept that portrays teachers as guides, coaches, and facilitators of student learning. This book, which provides concrete illustrations of what teaching for understanding entails, is divided into chapters as follows: (1) "Introduction: New Visions of Teaching" (Milbrey W. McLaughlin, Joan E. Talbert); (2) "Collaboration as a Context for Joining Teacher Learning with Learning about Teaching" (Deborah L. Ball, Sylvia S. Rundquist); (3) "Learning To Hear Voices: Inventing a New Pedagogy of Teacher Education" (Ruth M. Heaton, Magdalene Lampert); (4) "Deeply Rooted Change: A Tale of Learning To Teach Adventurously" (Suzanne M. Wilson with Carol Miller and Carol Yerkes); (5) "Creating Classroom Practice within the Context of a Restructured Professional Development School" (Sarah J. McCarthey, Penelope L. Peterson); (6) "Understanding Teaching in Context" (Joan E. Talbert, Milbrey W. McLaughlin); (7) "Pedagogy and Policy" (David K. Cohen, Carol A. Barnes); and (8) "Conclusion: A New Pedagogy for Policy?" (David K. Cohen, Carol A. Barnes). A theme running throughout the volume is that moving practice, research, and policy in directions that can enable and support the vision of teaching for understanding requires breaking out of routine ways of: thinking about practice; administering schools and classrooms; and formulating educational research and policy. (LL)

ED 361 332 SP 034 756

Elementary Secondary Education; Enrollment; Expenditure per Student; High School Graduates; Income; *National Surveys; *Public Schools; *School Statistics; Tables (Data); Teacher Student Ratio
IDENTIFIERS- *Aggregation (Data); *Common Core of Data Program; National Center for Education Statistics; National Public Education Financial Survey; State Nonfiscal Survey of Public Elem Sec Educ

This report presents non-fiscal information on public elementary and secondary schools for the 1991-92 school year and finance data for the 1990-91 school year (fiscal year 1991). Statistics are based on data from two of the four surveys of the Common Core of Data program of the National Center for Education Statistics. In comparing findings of the State Nonfiscal Survey of Public Elementary and Secondary Education and the National Public Education Financial Survey with those of previous years, several findings stand out. There were 42.0 million students in public schools in 1991-92, an increase of 1.9 percent over the previous year's total. The 2.2 million high school graduates for 1990-91 represent a decrease from 1989-90, although the ratio of graduates to 12th-grade enrollment increased slightly. Of the 4.5 million school staff reported for 1991-92, 53.5 percent were teachers and 410,000 were teacher aides. The national ratio of total students to total teachers in 1991-92 was 17.3 students per teacher, a slight increase over the previous year. Total reported revenues for public elementary and secondary education were 222.8 billion dollars for 1990-91, compared with 207.7 billion dollars for 1989-90. Expenditures averaged 4,890 dollars per pupil in membership. Data are presented in 14 tables, with 14 tables of state aggregate data, revised final tabulations, in Appendix A and the survey forms in Appendix B. (SLD)

ED 361 352 TM 020 406

Rollefson, Mary R.
Teacher Supply in the United States: Sources of Newly Hired Teachers in Public and Private Schools. Statistical Analysis Report.
PUB DATE- Jul 93
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Beginning Teachers; College Graduates; Elementary School Teachers; Elementary Secondary Education; Employment Patterns; *National Surveys; *Private Schools; *Public School Teachers; *School Statistics; Secondary School Teachers; Tables (Data); Teacher Characteristics; Teacher Qualifications; Teacher Recruitment; *Teacher Supply and Demand
IDENTIFIERS- Reemployment; *Schools and Staffing Survey (NCES)

Data for this report are taken from the 1987-88 Schools and Staffing Survey (SASS), which was designed to measure teacher supply and demand conditions, characteristics of the teacher workforce, and factors related to teacher supply and demand. This analysis used a subsample of the SASS teacher sample consisting of 2,041 newly hired public school teachers and 954 newly hired private school teachers. In the 1987-88 school year, 152,000 teachers were newly hired, 112,000 in public and 40,000 in private schools. Only 27 percent of public and 19 percent of private school teachers were supplied by the pool of "newly minted" college graduates who have traditionally met the nation's demand for new teachers. The primary source for new hires was the reserve pool of former teachers. Reentrants are highlighted. For the NAEP to be the diagnostic tool it is meant to be, the Federal Government needs to improve the capability of its assessment data, and educators must make sure that teachers and principals receive the training they need to use NAEP information effectively. (SLD)

ED 361 370 TM 020 460

Silver, Edward A.; Lane, Suzanne
Balancing Considerations of Equity, Content Quality, and Technical Excellence in Designing, Validating and Implementing Performance Assessments in the Context of Mathematics Instructional Reform: The Experience of the QUASAR Project.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Tests; Cultural Differences; Curriculum Development; *Curriculum Enrichment; Disadvantaged Youth; Economically Disadvantaged; Educational Assessment; Educational Discrimination; Educationally Disadvantaged; Educational Quality; Elementary School Students; *Equal Education; Ethnic Groups; Intermediate Grades; Junior High Schools; Junior High School Students; Mathematics Achievement; *Mathematics Instruction; *Middle Schools; Minority Group Children; *Test Use
IDENTIFIERS- Middle School Students; Open Ended Questions; *Performance Based Evaluation; QUASAR Cognitive Assessment Instrument; *QUASAR Project (Mathematics Education)

Issues of educational equity and quality are explored in the context of the Quantitative Understanding: Amplifying Student Achievement and Reasoning (QUASAR) project, a national educational reform project aimed at fostering and studying the development and implementation of enhanced mathematics instructional programs for students attending middle schools in economically disadvantaged communities. Currently operating at six school sites across the country, QUASAR is based on the premise that current poor mathematical achievement by disadvantaged students is not the result of lack of ability, but rather the result of educational practices that have blocked students from meaningful experiences. Assessment in QUASAR is embedded in the larger project. A major component is the QUASAR Cognitive Assessment Instrument (QCAI), which assesses student performance on open-ended tasks involving mathematical problem solving, reasoning, and communication, with a focus on efforts to obtain content appropriateness, technical measurement quality, and equity. Evidence of the validity of the QCAI for diverse linguistic and cultural groups is reviewed. The experience of QUASAR should be valuable to others interested in program and assessment improvement. One table and two figures illustrate the discussion. An appendix presents general rubric components. (Contains 58 references.) (SLD)

ED 361 371 TM 020 465

Performance Assessment Sampler: A Workbook.
PUB DATE- 93
NOTE- 264p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-

complexity. Overall, critical thinking is identified with judging ideas and creative thinking with producing ideas. Students and teachers who use these modes can enjoy better learning, understanding, and processing of ideas. (Contains 5 references.) (SLD)

ED 361 389 TM 020 489

Silvestro, John R.; And Others
Video-Based Teacher Performance Assessment: Innovations in New York State Teacher Certification Testing.
PUB DATE- Apr 93
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; *Elementary School Teachers; Elementary Secondary Education; Feasibility Studies; Public Schools; *Scoring; *Secondary School Teachers; State Programs; *Teacher Certification; Teacher Evaluation; Test Construction; Testing Problems; Testing Programs; Test Use; *Videotape Recordings
IDENTIFIERS- Assessment of Teaching Skills Performance; *New York; *Performance Based Evaluation

The New York State Education Department is currently developing an innovative and comprehensive system for teacher certification assessment. One component is the Assessment of Teaching Skills-Performance (ATS-P), a video-based performance assessment for which teachers would prepare and submit a videotape of their instruction for evaluation by permanently certified New York State teachers. The development of the ATS-P is traced, and plans for its future application are discussed. An early feasibility study, conducted by the project developer, National Evaluation Systems, Inc., examined the basic technical issues by videotaping several public school teachers at work. This study indicated that basic video equipment used without special training could make tapes with a high level of quality. In a Phase 2 study, the ability of teachers to produce videotapes was ascertained. A third component of the feasibility study examined the ability of teachers to score videotaped performance consistently. The results of all three studies indicate the feasibility of using videotape recordings in teacher evaluation. Some preliminary policies for administration of the ATS-P have been developed. Although many development activities remain, the ATS-P is on its way to providing a reliable assessment of teacher performance. (Contains 2 references.) (SLD)

ED 361 390 TM 020 490

Fisk, Arthur D.; Lloyd, Shirley J.
The Role of Stimulus-to-Rule Consistency in Learning Rapid Application of Spatial Rules. Final Technical Report, May-September 1986.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
PUB DATE- May 89
NOTE- 19p.; A journal article reprint reissued as a technical report.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 360 946 HE 026 845

Conrad, Judi
Educating Part-Time Adult Learners in Transition. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; Continuing Education; Curriculum Design; *Educational Trends; Higher Education; *Midlife Transitions; *Part Time Students; Postsecondary Education; Student Characteristics; Student Needs; Student Personnel Services
IDENTIFIERS- ERIC Digests

Adult learners, who comprise over half of all students in higher education, are typically part-time students in transition and present special challenges to colleges and universities. These students are primarily seeking to improve their situation through education, and their commitment to self-improvement dictates a different set of aspirations and expectations as compared to traditional students. National Center for Educational Statistics projects that in 1998, of all higher education students, 71.55 percent will be part-time adult learners. This has compelling policy, curriculum, financial, and administrative implications for institutions. To meet the special needs of this population institutions should provide academic counseling, academic support services, mentoring, convenient class location and scheduling, and cocurricular activities. The many services now available to adult students are typically accessible through a bureaucratic maze. Services centralized at a student affairs office could be organized around eight functional areas: specialized services; advocacy; referral; networking and mentoring; education (e.g., life skills training); clearinghouse that links students to campus services and resources; program planning; and counseling. Curricula for adult learners should include individual planning and active, problem-solving, goal-oriented, and cooperative learning. Teacher education programs have targeted adult learners in transition. Growth in continuing education is in the areas of computer training, human resource management, and quality control. Institutions will be wise to respond to the needs of adult learners in curricula; faculty development programs; administrative procedures; and counseling and support services. (JB)

ED 360 947 IR 016 175

Kahn, Peter H., Jr.; Friedman, Batya
Control and Power in Educational Computing.
PUB DATE- Apr 93
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; Computer Centers; Computer Science Education;

included. Five appendixes list the depository libraries and contact persons, and give other details of the depository system. The second guide, "Manual of Guidelines for Depository Libraries," describes the services and responsibilities of the depository libraries. All depository libraries are expected to loan or provide photocopies of depository materials to other libraries on request. Seven appendixes provide information about the libraries and criteria for their operation, with a copy of the application to become a depository library. (SLD)

ED 360 966 IR 054 641

Penchansky, Mimi B., Comp.
Visions and Values: Crosscurrents in Academic Librarianship, A Symposium. A Bibliography on the Theme of the 1993 LACUNY Institute.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Cultural Pluralism; *Educational Technology; Futures (of Society); Higher Education; Information Technology; *Libraries; Library Associations; Library Automation; *Multicultural Education; Seminars
IDENTIFIERS- *Information Society

This annotated bibliography highlights the following subjects of a seminar sponsored by the Library Association of the City University of New York (LACUNY): multiculturalism, the information society, and the future of libraries. The titles of papers delivered at the seminar are listed, and a brief description of the background of each of the nine speakers is included. The bibliography is divided according to the papers presented, so that each section relates to particular papers. Sections are: (1) Information Technologies, 34 sources; (2) Multiculturalism, 28 sources; and (3) Strategic Visions and the Future of Libraries, 33 sources. (SLD)

ED 360 967 IR 054 642

Vermont Department of Libraries Biennial Report: Statistics of Local Libraries, July 1, 1990-June 30, 1992. Vermont Library Directory, 1993.
PUB DATE- 93
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Literacy; *Budgeting; Directories; Information Networks; Library Automation; Library Collection Development; Library Networks; *Library Services; *Library Statistics; *Public Libraries; Retrenchment; Shared Library Resources; *State Libraries; State Surveys; Tables (Data)
IDENTIFIERS- *Vermont

The 12th biennial report of the Vermont State Library, statistics of local libraries, and a directory of libraries in Vermont are presented. In the 1990-92 biennium, library services in Vermont were redefined by budget constraints and by changes in information, formats, and society. The Vermont Automated Libraries System (VALS), clearer public library missions, and stronger school libraries also contributed to a need for

IDENTIFIERS- *Illinois Library and Information Network; *Public Access Catalog; University of Illinois Urbana Champaign

In 1990, the Online Catalog Advisory Committee (OCAC) of the University of Illinois at Urbana-Champaign (UIUC) charged a subcommittee with developing and implementing ways to measure the impact of the expanded online catalog on staff, users, collections, and library operations. The UIUC's online public access catalog, ILLINET (Illinois Library and Information Network) Online, links the circulation systems of about 40 institutions in Illinois. The subcommittee reviewed literature in this area and developed a two-stage study, with baseline and comparative data at one year. Instruments to measure impact were developed and introduced to staff in orientations at 36 sites. Over 8,000 questions were asked of university patrons and external users of the library in each of the two years. Study results make it overwhelmingly clear that the new online services are very popular and are being used at an increasing rate. It is important that staff and users be aware of how to make effective use of these resources. Recommendations are made for improved training for staff and users, improved and enhanced data collection for evaluation, improved resource availability and enhanced hardware, and increased attention to the availability of periodicals. Appendixes contain the data collection instruments, a sample of the data collection code, and 11 statistical tables. (Contains 20 references.) (SLD)

ED 360 988 IR 054 676

Van Houweling, Douglas E.; McGill, Michael J.
The Evolving National Information Network: Background and Challenges. A Report of the Technology Assessment Advisory Committee to the Commission on Preservation and Access.
PUB DATE- Jul 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; *Computer Networks; Futures (of Society); Higher Education; *Information Networks; Information Utilization; Knowledge Level; Policy Formation; Research Methodology; *Technological Advancement; *Telecommunications
IDENTIFIERS- Digital Transmission Systems; Historical Background; *Information Infrastructure; *Information Policy

The rapidly developing and changing networking and telecommunications environment now being implemented in the United States and across the globe is explored. The creation of a flexible and inexpensive digital network allowing instantaneous access by any individual to information of any type is now within our grasp. A primer on the technology underlying the current network environment is offered, and the status of higher education and research networking environments is described. Some of the lessons learned to date are highlighted, and the impacts of this technology on the issues of knowledge preservation and access are considered. Scenarios of possible futures using the interlocking technologies of communications, processing power, and storage are provided. Prospects and challenges in the further development of the network are also reviewed. Policy issues that cannot be ignored are those of: (1) access; (2) appropriate use; (3) funding; (4) governance; (5) security; and (6) privacy and free speech. The success of current networks is leading to the National Information Infrastructure, which will have immense impact on

ED 361 005 IR 054 699

Dusenbury, Carolyn, Ed.; And Others
Sourcebook for Bibliographic Instruction.
PUB DATE- 93
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Check Lists; College Libraries; Electronic Mail; Evaluation Methods; Higher Education; *Instructional Development; Learning Theories; Library Administration; *Library Instruction; Library Skills; Program Implementation; Resource Materials; *Teaching Methods

Direction and guidance are provided for establishing and maintaining bibliographic instruction (BI) programs. This document provides an overview of BI and BI programs and points readers to other sources of information. Five key topics were identified and the following papers are presented: (1) "An Introduction to Learning Theory" (Lori Arp); (2) "Instructional Design" (Mary Ellen Litzinger); (3) "Teaching Methods" (Randall Hensley); (4) "Evaluation" (Mignon S. Adams); and (5) "Setting Up and Managing a BI Program" (Esther Grassian). Four appendixes discuss further details of program implementation, a checklist for evaluating lecture presentations, a list of associations that promote bibliographic instruction, and information on electronic bulletin boards of interest to BI librarians. (Contains 133 references.) (SLD)

ED 361 006 IR 054 700

Survey Results: Idaho Public Library Public Relation Practices.
PUB DATE- Oct 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Methods; Institutional Advancement; *Librarians; Library Planning; *Library Services; Library Surveys; Mail Surveys; Mass Media Role; Newspapers; Program Evaluation; *Publicity; Public Libraries; *Public Relations; Questionnaires; State Libraries; State Surveys
IDENTIFIERS- *Idaho

In order to study library public relations practices in Idaho, a survey was mailed to all Idaho public library directors and branch librarians in 1992. The state received 88 responses to the 141 surveys mailed. Seventy-five percent of respondents reported a lack of public relations budget, and in 76 percent of the libraries, one staff member was given primary responsibility for coordinating public relations. Newspapers were found to be the most successful way that Idaho librarians promote their services to the public, with a variety of other methods used. While Idaho librarians recognized the importance of public relations, most gave their current plans low ratings, with only 3 percent considering their plans excellent, and 44 percent calling them average. Most librarians estimated that only a small percentage of the public is aware of all library services. Most libraries do not evaluate their public relations eligibility for TAP and STAP. It was determined that Taylor was overpaid $122,657 because school officials incorrectly certified student eligibility. From a statistical sample of 150 TAP and STAP awards, 17 awards, totaling $10,234, were disallowed. Reasons for disallowances included students not being in good academic standing, students not attending full time, TAP exceeding tuition liability, and TAP not being posted to students' accounts. In each instance, Taylor officials agreed with the disallowances. A projection to the entire Taylor population resulted in a disallowance of $119,787, to which was added another $2,870 from four disallowed awards not in the sample year and applicable interest to arrive at the total which Taylor must refund to the state. The comptroller's office recommended that HESC recover the money, that Taylor report the correct tuition liability for each term, and Taylor's refund procedures be reviewed. (AC)

ED 361 024   JC 930 402

Accountability and Productivity. Report for the Illinois Community College System, 1993.
PUB DATE- Sep 93
NOTE- 188p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Accountability; Community Colleges; *Cost Effectiveness; Enrollment; Enrollment Trends; Financial Exigency; *Productivity; Profiles; Program Effectiveness; *Program Termination; Retrenchment; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Illinois Community College System

Within the Illinois Community College System (ICCS), each of the 49 member colleges reports to the Illinois Community College Board (ICCB) on their improvements in productivity. This report summarizes the productivity reports on the ICCS colleges, examines the results of a series of analyses of productivity conducted by the ICCB from a statewide perspective, and reviews state-level accountability and productivity improvement initiatives. Following an executive summary and brief introduction, the first section summarizes the results of the college productivity reports in the areas of instruction, public service, overall academic functions, and administrative functions. This section also discusses the integration of the Priorities, Quality, and Productivity (PQP) practices into institutional practices. The second section presents the results of the state-level system analyses, reviewing 12 low-enrollment curricula, full-time equivalent and headcount ratios, and cost analyses of administrative costs and public service expenditures. The third section describes state-level accountability and productivity initiatives, listing 19 measures enacted during 1993 and 5 measures to be enacted in 1994. This section also reviews initiatives designed to improve articulation, instruction, accountability, telecommunications, and workforce preparation. Appendixes making up two-thirds of the document include detailed tables describing college productivity improvement, low enrollment programs, staffing tables, cost tables, cost definitions, and an inventory of accountability measures. (MAB)

ED 361 025   JC 930 403

Faculty Handbook for Full-Time Instructors. Revised.

Responsibility; Administrator Selection; *Affirmative Action; Change Strategies; *College Administration; College Faculty; Community Colleges; *Diversity (Institutional); Employment Practices; *Ethnic Distribution; Leadership Qualities; *Minority Groups; Organizational Change; Program Descriptions; Two Year Colleges
IDENTIFIERS- Beacon College Projects

Focusing on the implementation of leadership diversity efforts at 10 two-year colleges, this collection of reports represents results of an 18-month leadership diversity project coordinated by Metropolitan Community College in Omaha, Nebraska, during 1991 and 1992. The following 12 articles are included: (1) "Keeping Diversity on the Front Burner," by J. Richard Gilliland; (2) "Collaborative Change: A Consortium Approach to Leadership Diversity," by Mary-Margaret Simpson; (3) "Implementing Leadership Diversity at Austin Community College," by Exalton Delco; (4) "Spreading the Influence at a Multi-Campus College: Leadership Diversity at Central Community College," by Vikki Jaeger; (5) "A President's Perspective on Fostering Diversity and Leadership," by Tom Gonzales; (6) "Hennepin Technical College: Leadership for All Persons," by Sharon Grossbach; (7) "Cultural Diversity Awareness and Sensitivity at Kirkwood Community College," by Lois Nanke; (8) "Valuing Diversity: Building a Campus Environment To Recruit and Retain Minority Students and Faculty," by Deborah Newsome; (9) "The Metropolitan Community Colleges: Interpersonal Networking and Working Together toward Leadership Diversity," by Maureen Kennedy; (10) "Developing a Multi-Faceted Implementation Approach: Institutionalizing Leadership Diversity throughout Metopolitan Community College," by Lynn Smith; (11) "Using Multicultural Celebrations To Diversify Leadership at Western Iowa Tech," by Larry Bolanos; and (12) "On the Threshold of Change: Leadership Diversity at Western Nebraska Community College," by M. Jane Hunter. A 54-item annotated bibliography on leadership diversity is included. (PAA)

ED 361 042 JC 930 424

Nugent, Susan Monroe
Stories Told in a Different Voice: Women Students as Developing Writers.
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Females; *Learning Processes; Learning Theories; *Nontraditional Students; *Personality Theories; *Self Esteem; Self Expression; Sex Differences; Two Year Colleges; Two Year College Students; *Writing Apprehension; Writing Difficulties

Many women in two-year colleges are returning to education after having been away from a school setting for an extended period of time. In a community college writing class, written comments to a teacher on the first day of class indicated that women were considerably less self-confident than the men, with several revealing fear of expressing themselves in public. According to Belenky, Clinchy, Goldberger, and Tarule, women have five basic ways of knowing: Silence, Received Knowledge, Subjective Knowledge, Procedural Knowledge, and Constructed Knowledge. Instructors can develop a framework for tracing the growth of women students in class based on these levels of standardized educational plan for all undeclared majors was initiated and public relations staff were made available for assistance during registration. Pennsylvania College of Technology achieved a 4% increase in retention of new students by ensuring that orientation activities such as advising, testing, scheduling, and campus tours were all accomplished on one day, while students at Miami-Dade Community College, in Florida, are sorted into groups based on test scores and provided with academic support throughout their program. Finally, the Puente Project at 23 California community colleges provides developmental English classes, mentors, and peer support for Latino/Chicano students. (ECC)

ED 361 058 PS 021 063

Barrera, Rebecca Maria; And Others
The Best of Texas Yearbook. Second Edition.
SPONS. AGENCY- Levi Strauss Foundation, Inc., San Francisco, Calif.; Texas State Commission on Alcohol and Drug Abuse, Austin.; Texas State Dept. of Housing and Community Affairs, Austin.
PUB DATE- 92
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Health; Child Welfare; *Community Involvement; *Community Programs; Day Care Centers; Elementary Education; Employer Supported Day Care; *Family Programs; *Financial Support; Parent Education; Preschool Education; Program Descriptions; *Program Effectiveness; School Age Day Care; Special Education; Teacher Education
IDENTIFIERS- *Texas

Designed to celebrate the achievements and successful activities of professionals and community leaders throughout Texas, this yearbook describes 60 innovative programs that have confronted difficult issues, explored solutions, and taken risks to help families in Texas. The first section of the yearbook presents the Best of Texas Awards in six categories (legislative leadership, funding for construction and program development, municipal leadership, coalition building, and loan fund development) for activities that have long-term impact on services to children. The second through fourth sections provide descriptions of programs that impact children, families, and child care professionals. Programs described in section 2 address topics of: (1) child care; (2) homelessness; (3) latchkey children; (4) child abuse prevention; (5) special education; and (6) culturally appropriate curriculum. Programs profiled in section 3 consider parenting education, preventive health care, and family support systems; while those highlighted in section 4 address topics of child care staffing, teacher training, and employer initiatives in child care. For each program there is a program description, a highlights summary, and a section on barriers to implementation, as well as a list of funding sources. (MM)

ED 361 059 PS 021 184

Retamal, Gonzalo
Diagnostic Evaluation of Numeracy and Literacy Skills in UNRWA Schools: Position Paper.
PUB DATE- 92
NOTE- 13p.

similar for sons and daughters. For mothers, the relation depended on their employment status: for mothers employed full time, the number of leisure-time friends correlated positively with the number of peer relationships of girls, but negatively with the number of peer relationships of boys. For mothers who were not employed full time, the number of leisure-time friends was positively related to their sons' and daughters' peer relationships with non-classmates. (Contains 13 references, 2 figures, and 8 tables.) (MM)

ED 361 077 PS 021 584

Weiss, Karin; Krappmann, Lothar
Parental Support and Children's Social Integration.
PUB DATE- Mar 93
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Behavior; Elementary Education; *Elementary School Students; Foreign Countries; Friendship; *Interpersonal Competence; *Parent Child Relationship; *Parent Influence; *Peer Relationship; Popularity; Sex Differences; Social Behavior; Sociometric Techniques
IDENTIFIERS- Emotional Support; Germany (Berlin); *Sociometric Status

This study investigated the impact of different types of parental support on children's social integration in peer relationships in middle childhood. Subjects were 116 second- through fifth-grade children from an inner-city primary school in Berlin (West), who were interviewed about their friends. Sociometric tests were also conducted. The parents of these children were interviewed separately at home about their support behaviors and other behaviors relevant for their child's peer interactions and relationships. Results indicated that although mothers' and fathers' support behaviors were correlated, the impact of mothers' and fathers' behaviors on the child's relationships varied with the child's gender. Multiple regression analyses showed that daughters' and sons' social integration could be predicted by mothers' and fathers' support behaviors, especially the behaviors categorized as "shaping of conditions" (behaviors that express concern and facilitate their child's peer interactions). Mediation (defined as immediate involvement in the child's peer interactions) and consultation (defined as coaching and counseling of the child) were less beneficial or were counterproductive to the child's social integration. The results suggest that certain parental behaviors may be elicited by the child's position among peers. (MM)

ED 361 078 PS 021 586

Stewart, Robert; And Others
Factorial Congruence of Adolescent Perceptions of Social Networks across Three Cultures.
PUB DATE- Mar 93
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 361 098 PS 021 648

Britt, Gena Covell; Myers, Barbara J.
Brazelton Intervention with Substance Abusing Mothers and Their Infants: An Experimental Intervention.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS), Rockville, Md. Div. of Resource Development.; Virginia Commonwealth Univ., Richmond.
PUB DATE- Mar 93
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; Behavior Change; *Behavior Patterns; Behavior Rating Scales; Child Rearing; *Drug Abuse; *Intervention; Low Income; *Mothers; *Neonates; *Parent Child Relationship; Parent Education
IDENTIFIERS- *Brazelton Neonatal Behavioral Assessment Scale

Research on the effectiveness of the Neonatal Behavioral Assessment Scale (NBAS) in enhancing the mother-newborn relationship has had inconsistent results. A study was conducted to assess the effectiveness of an NBAS intervention with a high-risk mother group. The study focused on low-income, drug-using mothers, measuring the effectiveness of the NBAS and the Mothers' Assessment of the Behavior of her Infant (MABI), a questionnaire version of the NBAS filled out by the mother, as interventions to enhance mother-infant interaction. The study also investigated mothers' receptivity to the interventionist and procedure as a predictor of the effectiveness of the intervention. The study sample consisted of 54 mother-infant pairs, who were randomly assigned to one of four levels of intervention: NBAS teaching session along with MABI questionnaires; NBAS teaching session only; MABI questionnaires only; or no intervention. Subjects were observed during a feeding session at home 4 weeks later, and the Nursing Child Assessment Feeding Scale was used to measure mother-infant interaction. Maternal receptivity was rated both in the hospital and during the home visit. Results showed no differences in mother-infant interaction between intervention groups. Maternal receptivity was unable to predict intervention effectiveness. (AC)

ED 361 099 PS 021 651

Olsen, Glenn
Why Nannies Leave Their Employing Families.
PUB DATE- 91
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Caregivers; Child Care Occupations; *Employee Attitudes; *Employer Employee Relationship; *Job Satisfaction; Work Attitudes; *Work Environment; Work Experience
IDENTIFIERS- *Caregiver Attitudes; *Nannies; Work Commitment

The position of nanny as a career option for child care/child development/early childhood education graduates is examined. This study surveyed nannies randomly selected from the 1991 International Nanny Association Directory to determine why nannies leave their employing families. Surveys were mailed to improve Head Start and key issues facing the LA County program, including the incorporation of Head Start in a Family Service Center model, services for substance abusers and the homeless, and the need for innovation and flexibility. Kennedy's prepared statement also focused on changes in services, the impact of recent expansion, quality assurance measures, innovative programs in LA county, future trends, and coordination with other programs. Next, a Congressional Research Service fact sheet on Head Start was presented and is included in the record. The transcript of a question-and-answer period follows, focusing on licensing problems, local control, funding, student tracking, performance standards, and teacher qualifications. Next, a panel comprised of program managers and participants offered testimony on the history, characteristics, and achievements of programs in Bakersfield, Los Angeles, South El Monte, and Compton. Topics covered include possible approaches to future expansions, maintaining quality as Head Start expands, facility needs, and parent involvement. Statements by Jo Navarro of the American Federation of Teachers and Hortense Hunn of San Bernardino's Preschool Services Department are also included. (AC)

ED 361 119 PS 021 757

Vilchez, Katherine A.; Tinsley, Barbara J.
Latino Familial Childhood Health Socialization: Theoretical and Applied Issues.
PUB DATE- Mar 93
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Health; *Childhood Attitudes; Comparative Analysis; Cross Cultural Studies; Cultural Differences; Family Health; Family Influence; Grade 4; *Health Education; *Hispanic Americans; Intermediate Grades; Locus of Control; Obedience; Parent Attitudes; *Parent Child Relationship; Socialization; *Whites; Young Children
IDENTIFIERS- *Latinos

In an effort to compare the socialization of Latino and White children with regard to health, a study was undertaken of 94 Latino and White mothers, 75 Latino and White fathers, and their fourth-grade children attending Catholic schools in a mid-sized west coast city. A questionnaire was administered to the children, assessing their locus of control with respect to health, general locus of control, obedience to authority, and perceptions of their own health. Similarly, parents completed a questionnaire regarding their locus of control for their own health and for their child's health, general locus of control, obedience to authority, and perception of their child's health. Findings indicated relationships between the control attitudes of parents and children and differential patterns of relationships between Latino and White families. Specifically, unique characteristics of Latino family health attitudes included less use of pediatric preventive services, lower expectations for child health, and greater dissatisfaction with delivery systems. Latino family dynamics affecting health included an emphasis on family privacy and a tendency to solve problems within the family. These findings confirm the importance of taking ethnicity into account in health education efforts. Tables showing Latino characteristics and correlations

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.; Michigan State Dept. of Public Health, Lansing.
PUB DATE- 90
NOTE- 80p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- ion committee that focused on g environmental issues. The section titled "Leadership Development and,Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Diabetes; *Dietetics; *Disease Control; Eating Habits; Food; Health Promotion; *Migrant Health Services; Migrants; *Nutrition Instruction

This booklet provides information about diabetes and meal planning particularly designed for migrant individuals. The first section defines diabetes, explains different types of diabetes, lists results of uncontrolled diabetes, and describes the goals and components of a diabetic meal plan. The second section explains the exchange system of equivalent foods, including lists of acceptable foods contained in each food group, information on weights and measurements, and a meal planning chart. The third section provides suggestions for planning meals, cautions about the use of "diet" foods, and presents a list of common Mexican foods with corresponding food exchanges. The final section contains helpful information about living with diabetes, explaining how diabetes can be controlled through meal planning, exercise, and medications. It also addresses proper handling of social occasions, alcoholic beverages, and sick-day diets. Space is provided in the back of the booklet for special instructions. (KS)

ED 361 138 RC 019 264

Farmworker Substance Abuse: An Action Plan for the Year 2000. Proceedings of the National Farmworker Substance Abuse Prevention Conference (San Diego, California, October 18-20, 1991).
SPONS. AGENCY- National Clearinghouse for Alcohol and Drug Information (DHHS), Rockville, MD.
PUB DATE- 91
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adults; Agency Cooperation; *Agricultural Laborers; Alcohol Education; Delivery Systems; Drug Education; Farm Labor; Migrant Children; *Migrant Health Services; *Migrants; Migrant Youth; Prenatal Influences; *Prevention; *Research Needs; *Substance Abuse

This proceedings contains commissioned background papers used by conference work groups focusing on nine aspects of farmworker substance abuse, and the action plan developed by the work groups. The keynote address by Felipe G. Castro examines risk factors for substance abuse and addiction among Chicano farmworkers, particularly adolescent and young adult males; factors related to attitude change, behavior change, and relapse; family dynamics and related values among Mexican migrant workers; and acculturation differences among farmworkers. In the "Plan of Action for the Year 2000," the work groups identify problems in eight areas (research, continuity of care, funding and other resources, access to for the literature, including a discussion of whether books written by non-Indians are acceptable and an explanation of the treatment of American Indians in literature. Chapter 3 presents an evaluation checklist to assist in the selection of Native American reference materials. Chapter 4 covers the publishing of American Indian books. Chapter 5 discusses incorporating American Indian resource materials into the curriculum, and includes a bibliography of 70 reference sources and 35 American Indian bibliographies. The second part of this book is an annotated bibliography of 200 American Indian books of reference value for children and young adults. The books are arranged by Dewey Decimal classification area and include bibliographic data, reading level, subject descriptors, and an annotation with suggestions for curriculum use. Appendices contain a directory of all publishers listed, and indexes by title, author, and subject. (LP)

ED 361 157 RC 019 302

Indian Education: A Federal Entitlement. 19th Annual Report to the U.S. Congress for Fiscal Year 1992.
PUB DATE- Mar 93
NOTE- 341p.; For the 1991 annual report, see ED 356 120.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Budgets; *Educational History; Elementary Secondary Education; Enrollment; *Federal Aid; *Federal Indian Relationship; Federal Legislation; *Federal Programs; Government Role; Grants; Higher Education
IDENTIFIERS- *Indian Education Act 1988 Title V; *National Advisory Council on Indian Education; Office of Indian Education

The annual report of the National Advisory Council on Indian Education (NACIE) compiles statistical information on the education of American Indians and Alaska Natives and includes recommendations for the improvement of federal Indian education programs. Part 1 describes the purpose and functions of NACIE. Part 2 contains NACIE's recommendations to Congress including revisions to current legislation such as the Indian Education Act. Part 3 presents a chronological view of the development of Indian education during the past 200 years and summarizes resolutions of the White House Conference on Indian Education, adopted January 1992. Part 4 is comprised of a discussion of "Land for Education" and a paper by Kirke Kickingbird and G. Mike Charleston titled, "Responsibilities and Roles of Governments and Native People in the Education of American Indians and Alaska Natives." Part 5 describes grants issued to local educational agencies through the Indian Education Act, and lists fellowship recipients. Part 6 is a paper by D. Michael Pavel titled, "American Indians in Higher Education." Data tables detail enrollments and funding of tribally controlled schools and colleges, Bureau of Indian Affairs schools, and Indian adult education programs. Appendices contain: (1) fiscal year 1992 program profiles; (2) Office of Indian Education showcase project descriptions; (3) tables and figures for Indian Education funding in fiscal year 1992; (4) NACIE Alumni, 1972-1992; and (5) fiscal year 1992 federal register notices. (KS)

ED 361 158 RC 019 318

Source Book on School and District Size, Cost, and Quality.
SPONS. AGENCY- Office of Educational Research and Improvement

and the resulting recommendations for action. The report is separated into four sections. The first section, identifies six issues and needs involving innovation. These include the need for: (1) visibility; (2) collaboration; (3) a taxonomy; (4) evaluation; (5) an infrastructure; and (6) educational insight. The second section lists eight goals that should help the higher education community improve engineering, science, and mathematics education. The third section elaborates on three strategies to achieve those goals: (1) enhance the visibility of educational innovation; (2) evaluate educational innovation; and (3) combat the isolation of educational innovators. The fourth section includes recommendations to the to the NSF, university administration and faculty, professional societies and journals, and industry. A reference list contains 15 citations. A list of participants is provided. (MDH)

ED 361 175 SE 053 561

Carter, Glenda; Jones, M. Gail
The Relationship between Ability-Paired Interactions and the Development of Fifth Graders' Concepts of Balance.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Conference of the National Association for Research in Science Teaching (Atlanta, GA, April 17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Concept Formation; *Cooperative Learning; Elementary School Students; Grade 5; High Achievement; Instructional Improvement; Intermediate Grades; *Low Achievement; Science Activities; *Science Instruction; *Student Behavior; *Verbal Communication
IDENTIFIERS- *Balance

This study describes the effects of ability-paired student interactions on achievement as fifth graders (ten-year-olds) worked on laboratory activities relating to balance. Achievement gains were assessed (n=83) by analysis of pre/posttest differences on the Lever Concept Test. Audio recordings and field notes (n=30) were analyzed for the following laboratory behaviors: number of words spoken, tinkering, block moving, turns speaking, incidence of helping and distracting behavior. Results revealed that: (1) low-ability student achievement is greater when they are paired with high-ability partners; (2) low-ability students speak more words, exhibit less distracting behavior, and move blocks on the lever less when they are paired with a partner of high-ability; (3) high-ability students speak more words, take more turns speaking, and exhibit more helping behaviors when they are paired with low-ability students rather than with other high-ability students; and (4) there are no achievement differences for high-ability students regardless of the ability level of their partner. These findings suggest that the heterogeneous grouping of students in science can be beneficial to low-ability students partnered with high-ability students, without being detrimental to the high-ability partners. Contains 21 references. (Author)

ED 361 176 SE 053 562

To Strengthen American Cognitive Science for the Twenty-First Century. Report of a Planning Workshop for the Cognitive Science Initiative at the National Science Foundation instruction, facilities, student preparation, and teaching assistants. A large majority (80%) stated they offered undergraduate geology students access to departmental computers for undergraduate research and coursework. (PR)

ED 361 195 SE 053 603

Vogt, Gregory L.; Manning, Cheryl A., Ed.
Suited for Spacewalking: Teacher's Guide with Activities.
PUB DATE- Mar 92
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Elementary School Science; Elementary Secondary Education; High Schools; Physics; *Science Activities; Science History; *Science Instruction; Scientific Concepts; Secondary School Science; Space Sciences; Teaching Guides
IDENTIFIERS- *Astronauts; Space Shuttle; Spacesuits; Space Travel; *Spacewalking

Spacewalking has captured the imagination of generations of children and adults since science-fiction authors first placed their characters on the moon. This publication is an activity guide for teachers interested in using the intense interest many children have in space exploration as a launching point for exciting hands-on learning opportunities. The guide begins with brief descriptions of the space environment, the history of spacewalking, the Space Shuttle spacesuit, and working in space. Those materials are followed by four sets of activities that enable children to explore the space environment as well as the science and technology behind functions of spacesuits. The activities can be adapted for students of many ages. The chart on curriculum application at the back of the guide is designed to help teachers incorporate activities into various subject areas. (PR)

ED 361 196 SE 053 604

BouJaoude, Saouma
Students' Systematic Errors When Solving Kinetic and Chemical Equilibrium Problems.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 16-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Chemical Equilibrium; *Chemistry; College Science; College Students; Correlation; *Error Patterns; Higher Education; *Kinetics; *Logical Thinking; Mathematics Skills; *Misconceptions; Problem Solving; Science Education; Thinking Skills
IDENTIFIERS- *Error Analysis (Mathematics); Science Achievement; Test of Logical Thinking (Tobin and Capie)

Although students' misconceptions about the concept of chemical equilibrium has been the focus of numerous investigations, few have investigated students' systematic errors when solving equilibrium problems at the college level. Students (n=189) enrolled in the second semester of a first year chemistry course for science and engineering majors at a private associated with teaching language arts and reading but are shown to be important assets in teaching activity-based elementary science. The implications for elementary science instruction, inservice education for elementary teachers, and statewide systemic initiatives seeking to affect lasting changes across a broad range of elementary classrooms are discussed. (PR)

ED 361 216 SE 053 649

Baker, D.; And Others
Letting Students Speak: Triangulation of Qualitative and Quantitative Assessments of Attitude Toward Science.
PUB DATE- Apr 92
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1992). For related documents, see SE 053 650 and SE 053 653.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Classroom Research; Elementary Secondary Education; Group Instruction; *Science Instruction; *Sex Differences; *Student Attitudes; Student Centered Curriculum; Teaching Methods
IDENTIFIERS- *Science Attitudes; Sentence Completion Test

Critics have concluded that paper-and-pencil science attitude measures are so flawed that the concept of science attitude should be rethought and new instruments and approaches to measuring science attitude should be devised. This study utilized student interviews to investigate student science attitudes (n=113 from grades 2, 5, 8, and 11) and written instruments for science attitude and classroom structure (n=1,084). Results suggest that there are few gender differences in attitude across the sample. However, interactions between classroom structure and gender suggest females are more likely to prefer teacher-centered classrooms. Second and fifth graders like science somewhat more that older students. Eighth graders had the most negative attitude of all students. Students preferred group activities and very open-ended, inquiry lessons. (Contains 33 references.) (PR)

ED 361 217 SE 053 650

Sidlik, Lawrence P.; Piburn, Michael D.
Enablement, Alienation, and Attitude Toward Science in Middle School Classrooms.
PUB DATE- Apr 93
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-18, 1993). For related documents, see SE 053 649 and SE 053 653.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alienation; *Classroom Environment; Classroom Research; Group Instruction; Junior High Schools; Junior High School Students; Middle Schools; *Science Instruction; *Science Teachers; Secondary School Teachers; *Sex Differences; *Student Attitudes; Student Centered Curriculum; Teaching Methods
IDENTIFIERS- Middle School Students; *Science Attitudes

This study was designed to pursue the question of the relationship between enablement, alienation, and attitude

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Civil Liberties; *Developing Nations; *Females; Feminism; International Programs; Political Science; *Sex Discrimination; Social Change; Sociocultural Patterns; Values Education; *Violence; Womens Studies; *World Problems
IDENTIFIERS- Sexual Violence

This document includes two articles describing the failure of the international human rights movement to consider or remedy the situation of women outside of the basic demand for political rights of people in general. The first article, "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights" (Charlotte Bunch), emphasizes the responsibility of governments and patriarchy for the perpetuation of violence against women. Little is done to remedy domestic violence, and in many countries females are routinely denied education, health care, and proper nutrition, with the result that they are unable to escape from the subjugated position that is traditional to the culture. The article explores the importance and difficulty of connecting women's rights to human rights. Four basic approaches that have been used to make the connection are: (1) women's rights as political and civil rights, (2) women's rights as socio-economic rights, (3) women's rights and the law, and (4) a feminist transformation of human rights. The second article, "Violence Against Women: An Obstacle to Development" (Roxanna Carrillo), specifically looks at strategies for combating violence against women as related to development planning. At multiple program levels, an awareness of cultural specific forms of gender violence can help identify and overcome obstacles impeding women's participation. Such programs must recognize that change can be threatening and can result in more violence. Women must be trained in communication skills, awareness of possible actions, management skills, and self defense. On a very direct level, projects can test one or more education campaigns and seek to make violence unacceptable within a society. (DK)

ED 361 236 SO 022 621

Schrettenbrunner, H., Ed.; Westrhenen, J. van, Ed.
Empirical Research and Geography Teaching. Nederlandse Geografische Studies 142 (Netherlands Geographical Studies 142).
PUB DATE- 92
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Collected Works - General (020)
DESCRIPTORS- Computer Uses in Education; *Educational Research; Elementary Secondary Education; Foreign Countries; *Geographic Concepts; *Geography Instruction; Higher Education; Map Skills

This volume contains 10 articles that concern research efforts undertaken in the field of geography education and training. Written by researchers from around the world, the articles include: (1) "Empirical Didactics of Geography: History of a Working Group" (H. Schrettenbrunner); (2) "The Development and Evaluation of a Geography Computer Simulation" (H. Schrettenbrunner); (3) "Some Psychological Guidelines for Designing Instructional Computer Simulations" (D. Leutner; B. Schreiber); (4) "Computer-Assisted Evaluation of Curriculum Software" (G. Hess); (5) "The Cognitive Complexities of Accessing Curriculum Specific Databases" (R. Gerber; J. Lidstone); (6) "Geographical Procedural Knowledge and Map Skills (J. van der Schee and others); (7) "How Do Students in Higher Education Perceive Maps?" (R. Gerber); (8) "Group priority list from 1991; (3) resident population in April of 1990; (4) mean money earnings by educational attainment and sex; and (5) immigration to the U.S. from 1820 to 1990. Eleven examples of statistical abstracts are given. (DK)

ED 361 255 SO 023 165

Equal Opportunity for Women. Regents Policy Paper and Action Plan for the 1990s.
PUB DATE- Jan 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Opportunities; *Educational Policy; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); *Females; Higher Education; Sex Bias; Sex Discrimination; *State Programs
IDENTIFIERS- *New York

This document contains a policy paper and an accompanying background paper that documents the persistence in New York State educational institutions of unequal treatment and unequal achievement between the sexes--inequities that contribute to unequal career opportunities later on. The background paper reviews in detail the progress of New York State women between 1972 and 1992. In 1972, the Regents of the University of the State of New York found that they had to focus efforts in three key areas: job opportunities in education, sexual stereotyping in elementary and secondary schools, and equal opportunities for women in higher and professional education. Some gains have been made over these 20 years, particularly in women's attainment of college degrees. However, research on gender bias, wider attention to the prevalence of sexual harassment, and recognition of a "glass ceiling" in women's advancement help explain why the changes have been slow and far short of the level desired. Women continue to be overrepresented in certain traditionally female professions; tend to receive lower pay than men with less education; have tenured faculty positions less often; and continue to be less likely to hold the top educational administration posts. In response to this unacceptable situation, the Regents reaffirmed their commitment to gender equity by proposing an action plan aimed at achieving equal opportunity for girls and women in the 1990s and beyond. To move forward in achieving such improvement, in this document the Regents establish nine specific goals, indicators of progress, and a timetable for action to address the concerns raised by this re-examination of how females have fared in the educational institutions of New York State. (DB)

ED 361 256 SO 023 173

Coatney, Louis R.
German Eagle vs. Russian Bear: A World War II Russian Front Boardgame Kit. Second Edition.
PUB DATE- May 93
NOTE- 41p.; Game includes rules folder, map in four parts, three sets of game pieces, two charts and table sheets, and forms.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom

DESCRIPTORS- *Arabs; Community Study; *Cultural Influences; *Ethnic Groups; *Immigrants; *North Americans; United States History

This book is the second in a series of works that seeks to examine the Arab-American experience. The original 1984 publication, "Taking Root, Bearing Fruit: The Arab-American Experience" featured surveys of 12 communities in all geographic regions of the United States. Such was the response to that report that its creators decided to continue the series until they studied all Arab-American communities. Chapters in the second volume include: (1) "Mosque on the Prairie" (Gregory Orfalea); (2) "Dabkeh in the Delta" (Joseph Schechla); (3) "The Mohameds in Mississippi" (Joseph Schechla); (4) "Syrians in Tin City" (Anthony B. Toth); (5) "Mahrajan in Michigan" (Christopher Mansour); (6) "Celebrating Tradition in Rhode Island" (Eleanor Doumato); and (7) "Going Home" (Eugene Tinory). The book includes a preface and an introduction and notes on the contributors. (SG)

ED 361 276   SO 023 313

Kiernan, Henry, Ed.; Pyne, John, Ed.
National Standards and Education Reform.
PUB DATE- 93
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Civics; *Curriculum Development; Economics; Educational Assessment; *Educational Change; Elementary Secondary Education; *Geography Instruction; *History Instruction; *Social Studies
IDENTIFIERS- Geography Education Standards Project; National History Standards Project; National Standards Project in Economics; New Jersey

This theme issue of "The Docket" is devoted to national standards and their effects on education reform. National standards may provide the first real opportunity for schools to address the issues of student assessment and achievement. As the touchstone for educational equity, they may be the first real opportunity for teachers to influence the agenda for educational reform. This volume includes six articles on national standards. The first on systemic reform of schools, summarizes the need for systemic reform of education in the United States and the need for national standards as established by the U.S. Department of Education. The next article describes the efforts of the civics standards task force and the timetable for the completion of civics standards. The article on the National History Standards Project examines the process of working toward national consensus to define excellence in the teaching and learning of history in U.S. schools. In the article on geography standards, "geography for life" demonstrates why geography standards must be useful, enriching, and an enduring part of life-long learning. The vice president for the program of the National Council on Economic Education describes the creation of a coherent vision to teach what it means to be economically literate in a global economy. In the final article the chair of the National Council for the Social Studies Task Force explores the development of social studies standards within which discipline based standards efforts can contribute to citizenship education for the 21st century. (DK)

ED 361 277   SO 023 331

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Collegiality; *Faculty Development; Foreign Countries; Preservice Teacher Education; *Science Instruction; Secondary Education; Secondary School Science; Self Esteem; *Teacher Improvement; Teaching Methods; *Theory Practice Relationship; Time Factors (Learning)
IDENTIFIERS- Australia; Pedagogical Content Knowledge

This study describes the emerging themes and issues that impact on learning to teach science. The study examined whether the "language of schooling" that novices have been exposed to conflicts with the actual demands of practice, and how this conflict is resolved. Study participants were 14 Australian science graduates who had completed a Graduate Diploma in Education and taught for 2 years. Interview data are analyzed in terms of time involved in subject matter preparation, self-confidence, and collegial support. Results from the second year of the study suggest that the effects of university training are not "washed out" but are repressed as beginning teachers become immersed in the profession. Among the competing demands and complexities of teaching, teachers test the ideals they held in preservice training and come to accept what is possible. (Contains 16 references.) (JDD)

ED 361 296 SP 034 670

Hintz, Jan L.
Teacher Implementation of Change.
PUB DATE- Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Elementary Education; Elementary School Teachers; Models; *Program Implementation; Teacher Administrator Relationship; Teacher Attitudes; Teacher Participation; *Teacher Role; Teaching Experience; Teaching Methods; Teaching Styles

This study examined to what extent teachers who choose to take a course about cooperative learning implement the innovation and which factors account for variation in use of cooperative learning in their classrooms. Nine female elementary teachers were observed and interviewed. Teachers were categorized as effective users, competent users, marginal users, and nonusers, based on frequency of use, degree and kind of adherence to characteristics of the cooperative learning model, types of activities used in cooperative learning lessons, and degree of incorporation of the language and ideas of cooperation into the classroom. Four categories of factors appeared to influence teacher implementation of cooperative learning: the principal, the teacher's approach to teaching, the teacher's perception of cooperative learning, and the amount and kind of continued involvement the teacher has with the innovation. Results of this study are felt to differ from previous research on change in three ways: the study provides a different point of view in terms of the kind of support from the principal that is important; some of the teacher characteristics that appear to be influential are not those identified in the literature; and collegial support does not seem to be necessary in the way strategy use, cognitive strategy use, and self-regulation), attributional beliefs, and goal orientations were administered to 154 fifth-, sixth-, and seventh-grade parochial school students in the fall and spring of the same academic year. Results confirmed a positive relationship between reported strategy use and task mastery orientation; children who reported strategy use in the fall tended to be task-mastery oriented in the spring; and children who were mastery oriented in the fall reported greater strategy use in the spring. (LL)

ED 361 314 SP 034 706

van der Westhuizen, Gert J.
Teacher Researcher Projects in South Africa: Some Trends and Issues.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Action Research; Educational Practices; *Educational Research; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Literature Reviews; Research Design; Research Methodology; Research Needs; *Research Projects; Teacher Education Programs; Trend Analysis
IDENTIFIERS- *South Africa; *Teacher Researchers

This paper presents a review of research projects recently completed by teachers in South Africa. The purpose is to describe the nature of these projects and to see what trends emerge from an analysis of the location, purpose, design, methodology, and findings of the projects. Five different projects in which more than 70 teachers have been involved are reviewed. Findings indicate that teacher research work is located in larger teacher education projects, and that clear differences exist in set-up and purposes of the studies. Action research methodology has been employed with varied levels of sophistication, rendering findings that are very personal and reflecting the complexities and conditions of teachers' work. The key issues highlighted and discussed are the location of teacher research work, the interests served by teacher research, the varied uses of action research, and the nature and value of findings made by teacher researchers. Some implications for further teacher research in South Africa are explored. An appendix provides brief descriptions of five projects reviewed in this document. (Approximately 60 references.) (LL)

ED 361 315 SP 034 714

Mirus, Judith; And Others
Dance Education Initiative: Curriculum Guide.
PUB DATE- 93
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Guides; *Dance Education; *Educational Objectives; Elementary Secondary Education; *Fine Arts; Learning Experience; Models; *Movement

Thomas, Jan
Teachers of the Year Speak Out: Key Issues in Teacher Professionalization. Policy Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Change Strategies; Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; *Leadership Qualities; Participative Decision Making; Policy Formation; *Preservice Teacher Education; *Teacher Characteristics; *Teacher Effectiveness; Teacher Persistence; Teacher Recruitment; Work Environment
IDENTIFIERS- *Outstanding Teachers; Professionalization of Teaching; Reform Efforts; Teacher Needs

This policy brief presents a discussion of what needs to be done to empower, attract, and retain good teachers. Consistent with educational reform efforts, the Southeastern Regional Vision for Education (SERVE) invited the 1992 and 1993 Outstanding Teachers of the Year from Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina to meet as an ongoing Advisory Council for the purpose of focusing on issues related to teacher education and professionalization. The six topics of discussion that emerged during the meetings are discussed. These topics are: (1) characteristics of innovative teachers; (2) needs of teachers; (3) leadership development; (4) change strategies; (5) preservice teacher education; and (6) continuing professional development. Since policymakers can play a strategic role in supporting teacher recruitment and retention, suggestions for professional development, decision making, working conditions, and funding are provided. (LL)

ED 361 333 SP 034 757

Shulman, Judith H., Ed.; Mesa-Bains, Amalia, Ed.
Diversity in the Classroom: A Casebook for Teachers and Teacher Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 231p.; For other casebooks, see ED 291 153 and ED 296 998.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; Community Influence; *Discussion (Teaching Technique); Elementary School Students; Elementary School Teachers; Elementary Secondary Education; Faculty Development; *Inner City; Inservice Teacher Education; Non English Speaking; Parent Influence; Preservice Teacher Education; *Problem Solving; Questioning Techniques; Secondary School Students; Secondary School Teachers; Teacher Student Relationship; *Teaching Experience; Teaching Methods; Urban Education
IDENTIFIERS- Case Approach (Writing); Case Method (Teaching Technique); *Diversity (Student); *Teacher Writing

Interest in case-based teaching is growing in both teacher preparation and inservice training programs. This volume presents 13 cases, set in inner-city schools in San Francisco and Los Angeles (California) and Phoenix (Arizona). The student supplied 41 percent of new hires for public schools and 44 percent in private schools. Transfers from other teaching positions supplied 19 percent of public and 23 percent of private new hires. A fourth source of new hires was the delayed entrant, first-year teachers who engaged in other activities after completing their degrees but before entering teaching. Measures of teacher qualifications are needed to distinguish better among teachers of varying quality. Continued reporting of these data will be useful in tracking the relative contribution of each supply source in meeting the demand for newly hired teachers. Ten tables and five figures present survey findings. Technical notes on survey methodology are included, and an appendix contains 10 tables of standard errors. (SLD)

ED 361 353 TM 020 411

Wong, E. David
Challenges Confronting the Researcher/Teacher: Conflicts of Purpose and Conduct.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Observation Techniques; Educational Practices; Educational Research; *Educational Researchers; *Elementary School Teachers; Elementary Secondary Education; Moral Development; Problem Solving; Research Methodology; *Role Conflict; *Secondary School Teachers; Teacher Effectiveness; *Teacher Role; *Theory Practice Relationship; *Values

Educational research conducted by classroom teachers can offer valuable insight into the experience of teaching and the nature of student learning. However, striving to be both a researcher and a teacher can present unique and serious challenges. An incident from the classroom experiences of a researcher/teacher is described that portrays much of what is difficult about being both a researcher and a classroom teacher. The Aristotelian distinction between the theoretical and practical sciences that provides a foundation from which the nature of teaching and research practices might be argued as conflicting is examined. In the second part of the analysis, the focus is on challenges that seem to possess a distinct moral dimension regarding issues of conduct. The researcher/teacher is frequently trying to get students to act and think in ways that are quite different from established classroom practices. It is tempting to classify the conundra that arise as dilemmas (no satisfactory solution), but it is argued that it is sometimes more productive to construe them as tensions between two unfair choices. Doing so provides an opportunity for moving ahead, in that the rules, values, or experiences that underlie the class's expectation of what is "fair" can be examined and changed. By contrast, with moral dilemmas, where both choices are somehow wrong, the teacher is left without recourse. One figure contrasts theoretical and practical disciplines. (SLD)

ED 361 354 TM 020 412

Caldwell, Nancy; And Others
The 1990 High School Transcript Study Data File User's Manual.

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advanced Placement Programs; Cognitive Tests; *Constructed Response; *Educational Assessment; Educational Change; Elementary Secondary Education; High Risk Students; *Portfolios (Background Materials); Problem Solving; Scoring; *Student Evaluation; Test Construction; Test Items; *Thinking Skills; Workbooks
IDENTIFIERS- *Authentic Assessment; Center for Research on Eval Standards Stu Test CA; National Assessment of Educational Progress; *Performance Based Evaluation

Performance assessment, constructed-response, and authentic assessment are topics of current interest in educational testing and reform. This workbook presents the following articles on educational assessment to highlight work being done in this area: (1) "Aquarium Problem and Teacher Guidelines: New Standards Project" (University of Pittsburgh, Learning Research and Development Center); (2) "The PACKETS Program" (Educational Testing Service); (3) "Performance Level Guides for Open-Response Common Items, Grade 8" (Kentucky Department of Education); (4) "Advanced Placement Program. 1992 Mathematics: Free-Response Scoring Guide and Sample Student Answers" (Educational Testing Service); (5) "Performance Assessment: Education Research Consumer Guide, Number 2, November 1992" (Office of Educational Research and Improvement); (6) "A Look at a Middle School Portfolio. Arts PROPEL: A Handbook for Visual Arts" (Educational Testing Service); (7) "Multiple Challenges: A Series of Questions Illustrating the 1992 National Assessment of Educational Progress" (Educational Testing Service); (8) "Learning by Doing: A Manual for Teaching and Assessing Higher-Order Thinking in Science and Mathematics" (Educational Testing Service); (9) "NAEP's 1990 Writing Portfolio Study" (Office of Educational Research and Improvement); (10) "Performance Assessment: An International Experiment" (Educational Testing Service); (11) "Measuring What's Worth Learning and Mystery Graphs. Measuring Up: Prototypes for Mathematics Achievement" (National Academy Press); (12) "Piloting Pacesetter: Helping At-Risk Students Meet High Standards" (Thomas W. Payzant and Dennie Palmer Wolf); (13) "Ensuring Reliable Scoring" (Joan L. Herman, Pamela R. Aschbacher, and Lynn Winters); (14) "CRESST Performance Assessment Models: Assessing Content Area Explanations" (Center for Research on Evaluation, Standards, and Student Testing); (15) "The CRESST Line: Newsletter of the National Center for Research on Evaluation, Standards, and Student Testing"; and (16) "Construction versus Choice in Cognitive Measurement: Issues in Constructed Response, Performance Testing, and Portfolio Assessment" (Randy Elliot Bennett, Ed., and William C. Ward, Ed.). (SLD)

ED 361 372 TM 020 466

Tapp, Jon; Wehby, Joseph
MOOSES: Multiple Option Observation System for Experimental Studies.
PUB DATE- Mar 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- d Improvement); (6) "A Look at Portfolio. Arts PROPEL: A Handbook for Visual Arts" (Educationa,Reports - Descriptive (Program/Project Descriptions) (141)

PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; Memory; Problem Solving; *Skill Development; *Spatial Ability; Training; *Visual Learning; Visual Perception
IDENTIFIERS- *Rule Application; *Stimulus to Rule Linkage

Five experiments involving a total of 44 college students addressed the effects of intercomponent consistency on skill acquisition in a class of cognitively demanding tasks requiring rapid integration of information and rapid application of rules. The role of consistency of external stimulus-to-rule linkage in facilitating learning and performing rule-based tasks was examined. After extensive consistent practice, subjects' performance was remarkably similar to performance observed in traditional perceptual learning tasks. This similarity suggests that mechanisms underlying perceptual learning (in visual search) and rule-based spatial learning are similar. Subjects who were trained such that consistent stimulus-to-rule association could be built up and strengthened with practice performed in a manner qualitatively and quantitatively different from subjects trained with inconsistent stimulus-to-rule relationships. This superiority of the consistent stimulus-to-rule trained subjects over the inconsistent stimulus-to-rule subjects was even more exaggerated in dual-task situations. The data have implications for the understanding and training of skilled problem-solving tasks. When training affords development of subcomponent automatization of the problem-solving activity, the chance of memory overload is reduced. The results suggest one trainable subcomponent, the perceptual/rule-based component. (Contains 47 references.) (Author/SLD)

ED 361 391 TM 020 492

Brandenburg, Ira J.
The Special Incentive Programs (Revised). Final Evaluation Report. OREA Report.
PUB DATE- 19 Jun 92
NOTE- 281p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; English (Second Language); Equal Opportunities (Jobs); Females; Immersion Programs; *Inservice Teacher Education; Internship Programs; Minority Groups; Principals; *Professional Development; Program Evaluation; Questionnaires; School Psychologists; Special Education; Tables (Data); Urban Schools; Vocational Education
IDENTIFIERS- *New York City Board of Education; *Special Incentive Programs NY

Nine of 10 programs, known collectively as the Special Incentive Programs of the New York City public schools, were evaluated by the Office of Research, Evaluation, and Assessment of the New York City Board of Education. The nine programs are: (1) Intensive Teacher Institute in Bilingual Education and English as a Second Language; (2) Scholarship Program; (3) Special Education Professional in Training Program; (4) Psychologist-in-Training Program; (5) Principals' Institute; (6) Loan Forgiveness Program; (7) Substitute Vocational Assistant Program; (8) Foreign Language Immersion Program (FLIP); and (9) Assistant Principals' Internship Program. The goals of all these programs were to increase the incidence of professionals

Computer Software Development; *Constructivism (Learning); Educational Practices; Educational Technology; Elementary Secondary Education; *Epistemology; Higher Education; Knowledge Level; Man Machine Systems; *Personal Autonomy; *Power Structure; Users (Information)
IDENTIFIERS- *Control (Social Behavior); Postmodernism

Educational computing based on the primacy of human agency is explored, considering ways in which power can be apportioned and exercised in order to enhance educational computing. Ideas about power and control are situated epistemologically. A first consideration is educating for human control of computer technology. Research suggests that children and some adults attribute agency to computer technology, and much research in computer science comes from the belief that computer technology can mimic, if not duplicate, human agency. It is argued that people should control technology and take responsibility for the consequences of computer-mediated action, and control should be minimized if not eliminated from power relations between people. To promote this, a constructivist theory of education allows for the epistemological stance that the authors articulate. The principles of constructivist education call for educational software that supports students' construction of knowledge and foster interest, autonomy, and cooperation. Technologies and approaches in this direction are explored. A constructivist approach will avoid one of the pitfalls of deconstructionism, the emphasis on power that is often the only recourse of the deconstructivist when injustice occurs. It is suggested that postmodern epistemology be set aside, but that the best of what remains of postmodern thinking and practice be used to promote democracy in educational computing. (Contains 103 references.) (SLD)

ED 360 948 IR 016 176

Smith, Dennie L.; McNelis, Mary J.
Distance Education: Graduate Student Attitudes and Academic Performance.
PUB DATE- Apr 93
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Computer Assisted Instruction; Control Groups; *Course Evaluation; Delivery Systems; *Distance Education; Experimental Groups; Futures (of Society); *Graduate Students; Higher Education; Required Courses; Scores; *Student Attitudes; Teaching Methods; Test Results

How distance education affects academic performance and student attitudes was studied for graduate students in an off-campus location taking a course required for their majors. The performance and attitudes of the distance (off-campus/remote) class of 16 students were compared with those of a control group of 12 students in a similar class and 25 students in the on-campus class hosting the distance class. Final grade scores were significantly lower for the host distance class than for the control class taught conventionally, but scores for the remote distance class were between the other two classes. Three of the 16 members of the remote class stated a negative opinion about the technology, and 8 of the 25 in the host class reported negative feelings about the course. The technology was redefinition of service in Vermont. Operations in the areas of basic services, literacy programs for adults and children, access to information, library development, and resource sharing are outlined. Four tables present some statewide statistics. Statistics of local libraries grouped by size are presented in 17 pages of tables. The "Vermont Library Directory, 1993" lists the 505 libraries that participate in the Vermont Resource Sharing Network, which includes 212 public libraries. The directory is arranged alphabetically by township in which the library is located. Libraries are also listed by type and region, and alphabetically by name. Their symbols in the Vermont Union Catalog are listed. (SLD)

ED 360 968 IR 054 643

Citrus County Schools Copyright Guidelines Recommended by the Citrus County Association of School Media Specialists.
PUB DATE- May 92
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Aids; Computer Software; *Copyrights; Educational Policy; Elementary Secondary Education; *Federal Regulation; Government Role; Guidelines; *Legal Responsibility; Librarians; Library Associations; Media Specialists; Music; Plagiarism; Reprography; *School Districts; *Teacher Responsibility; Television
IDENTIFIERS- *Citrus County School District FL

This document contains copyright guidelines determined appropriate for the Citrus County School System (Florida) by the Citrus County Association of School Media Specialists in May, 1992. These guidelines are based on interpretation and understanding of current copyright law as applied to education and implemented in school districts in the United States. A historic perspective and overview of copyright laws and regulations is given, and the school district's policy is outlined. Specific guidelines are listed for the following areas: (1) video tapes and television programs; (2) music; (3) audiovisual works; (4) computer software; (5) photocopying; and (6) local sound slide or video productions. (SLD)

ED 360 969 IR 054 644

The Preservation of Archival Materials: A Report of the Task Forces on Archival Selection to the Commission on Preservation and Access.
PUB DATE- Apr 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; *Archives; *Documentation; Information Services; Library Collections; Policy Formation; *Preservation; Program Development; Program Implementation; *Records Management
IDENTIFIERS- Library Policy; *Unpublished Materials

Although a sustained campaign has been underway to preserve published materials of importance to scholarly research in the United States, there has not been a similar impetus for the society. An appendix contains a brief history of national networks. (SLD)

ED 360 989 IR 054 677

Bender, David R.; Morton-Schwalb, Sandy
Revitalizing America: Information Strategies for the 1990s. A Proposal.
PUB DATE- Jan 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Computer Networks; Delivery Systems; Federal Government; *Government Role; Guidelines; *Information Dissemination; Information Networks; *Information Technology; Library Associations; National Organizations; *National Programs; Policy Formation; Program Development; Public Policy
IDENTIFIERS- Information Age; *Information Policy; *Special Libraries Association

Although it has been widely recognized that the United States has moved into the Information Age, the federal government has been slow to establish a single mechanism to coordinate the many facets of the Information Age. The Special Libraries Association (SLA) proposes the establishment of a National Academy of Information to ensure government and private sector participation in the promotion of information and information technology to effectively reap the benefits of the Information Age. The SLA believes that a single office with overall information policy and coordination responsibilities offers the best solution to the fragmented and often ineffective provision of information services to the nation. An organizational structure is necessary to coordinate the information needs of society, the infrastructure to move information, and information policies that: (1) promote use of information in support of national priorities; (2) ensure open access within and across national borders; and (3) promote skills necessary to transfer information effectively into solutions. (SLD)

ED 360 990 IR 054 678

Silver Summer Scrapbook. 1993 Florida Summer Library Program.
PUB DATE- 93
NOTE- 211p.; Funded through a grant from the Library Services and Construction Act administered by the State Library of Florida.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; Children; *Childrens Libraries; Elementary Secondary Education; *Library Services; Program Development; Program Implementation; *Public Libraries; *Reading Programs; *State Libraries; State Programs; *Summer Programs; Workbooks
IDENTIFIERS- *Florida

This manual is a compilation, update, and rejuvenation of 10 of the previous themes from Florida's Summer Library Program, published to commemorate the 25th year of summer library programs in the state. The program is designed primarily for school age children, aged 6 through 12 years, to encourage efforts. Responses to the survey questions are presented as percentages. (SLD)

ED 361 007 IR 054 701

Meyers, Arthur S.; Somerville, Deborah J.
Hammond Workforce 2000: A Three-Year Project. October 1989 to September 1992.
PUB DATE- 92
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Learning; *Adult Literacy; Adult Reading Programs; Computer Assisted Instruction; Computer Software; *Family Programs; Job Skills; *Library Services; Mathematics Instruction; Microcomputers; Parent Participation; Program Evaluation; Spelling; *Vocational Education; Writing Instruction
IDENTIFIERS- *Family Literacy; Indiana (Hammond); *Workforce 2000

A 3-year Library Services and Construction Act grant project from 1989-1992 provided for adult learning centers, equipped with Apple IIGS computers and software at each location of the Hammond Public Library (Indiana). User-friendly, job-based software to strengthen reading, writing, mathematics, spelling, and grammar skills, as well as video and audio materials were available, The project, in coordination with the local Laubach Literacy Program, provided literacy students with a multifaceted basis for learning. Year 3 added family literacy; learning center users would bring literacy home to their families by checking out books to read aloud to children and taking free packets outlining ways to interest children in reading. Software problems and a late start in establishing the centers made evaluation of their direct impact on adult learners impossible, but the project had a great impact on the perception of the public library as an educational resource in the community. Attachments to the project report include handouts about automation of the library, a report on the Adult Literacy and Technology Conference held in St. Paul (Minnesota) on July 17-21 of 1990, "Hammond Workforce 2000: Literacy for Future Jobs. October 1990 to September 1991," "Hammond Workforce 2000: Bringing Literacy Home, October 1991 to September 1992," a description of the "Using Phonics in Context" tutorial program, and 10 data tables about program use. Program software, resources, and a high interest low vocabulary reading list are listed. (SLD)

ED 361 008 IR 054 703

Metz, Paul
Virginia Tech University Libraries: Bibliographers' Manual.
PUB DATE- 93
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; College Libraries; Decision Making; Higher Education; Job Skills; *Library Collection Development; *Library Material Selection; Library Technical Processes; User Needs (Information)
IDENTIFIERS- *Bibliographers; *Selection Tools; Virginia

PUB DATE- 93
NOTE- 105p.; Much of the document is printed on colored paper and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; Community Colleges; *Employer Employee Relationship; *Faculty College Relationship; Faculty Handbooks; *Faculty Workload; *Full Time Faculty; *Personnel Policy; Teacher Promotion; *Teacher Responsibility; Teacher Role; Teacher Student Relationship; Tenure; Two Year Colleges
IDENTIFIERS- Illinois Valley Community College

Designed for use by full-time faculty at Illinois Valley Community College (IVCC), this handbook provides information regarding responsibilities, procedures, and available services. The first section provides a calendar of campus events for 1993-95, a hierarchical chart of instructional administration, and information on the responsibilities of full-time instructors at IVCC. This section also presents a chart of IVCC's expectations of faculty with respect to attendance and participation in campus activities, a list of responsibilities of full-time counselors, and information on tenure. In addition, this section offers practical suggestions for scheduling classes, a description of a separate handbook on minimum teacher qualifications, and procedures for obtaining competency status for a course. The second section describes campus support services, facilities, and use policies, as well as guidelines regarding professional travel, leaves of absence, student admissions/class attendance, and inclement weather policies. This section also presents information on working with learning disabled students and procedures for obtaining course approval. The third section discusses the idea of "quality instruction," the teachers' union, and affirmative action programs at IVCC. The final section consists of 10 appendixes, including official IVCC forms, sample student course outlines, and a description of non-tenured evaluation procedures. (MAB)

ED 361 026 JC 930 404

Gore, Robert C.
Freshman Composition for the Learning Disabled.
PUB DATE- May 93
NOTE- 25p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Freshmen; Community Colleges; Confidentiality; Cooperative Learning; Course Descriptions; Educational Diagnosis; *Freshman Composition; Hearing Impairments; *Learning Disabilities; *Teaching Methods; Two Year Colleges; *Two Year College Students; Writing Improvement
IDENTIFIERS- Del Mar College TX

In fall 1992, Del Mar College (DMC), in Corpus Christi, Texas, offered for the first time a college-level composition class knowing. A woman in silence fears the consequences of her words, thus says nothing. Students in the received knowledge stage have not developed a voice of their own, and want the authority (the teacher or text) to provide them with "the answer." In research papers, these women tend to tie together a string of quotes. Women in the subjective knowledge stage tend to reject or support what authorities say based upon their experiences, are often angry at authorities, and tend toward global generalizations. Women in the procedural knowledge stage recognize the need to learn procedures for developing their understanding of a subject. In the constructed knowledge stage, women synthesize their knowledge and experiences using appropriate procedures, often transferring classroom learning to their own lives. In writing classes, women's written work over the course of a semester can show evidence of the slow process of moving from stage to stage. Instructors can further the process by requiring students to think and write about what they have learned and incorporate conferences on students' writing into class time. By helping students monitor their own growth and learning, teachers encourage students to take control of learning and value their voices. (PAA)

ED 361 043 JC 930 425

Mueller, Michelle K.
ALANA Intervention Program.
PUB DATE- 21 Jul 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; American Indians; Asian Americans; Blacks; College Freshmen; Community Colleges; *Dropout Prevention; Hispanic Americans; *Mentors; *Minority Groups; Nontraditional Students; Potential Dropouts; School Holding Power; *Student Adjustment; Student Alienation; *Student Attrition; Two Year Colleges; Two Year College Students
IDENTIFIERS- Saint Clair County Community College MI

The ALANA (Asian, Latin, African, and Native American) Mentoring Program was established at Saint Clair County Community College, in Port Huron, Michigan, to address the identity issues facing ALANA freshmen through peer mentoring. Mentors provide social and academic support, support students in thinking critically and role playing, and directly assist students with academic choices. This paper discusses the target audience, goals, strategies and procedures, evaluation, and outcomes of the ALANA mentoring program. The first section presents a review of the literature on freshman identity and psychosocial development and analyzes the program's target audiences. The second section outlines the program's goals and objectives. The third section discusses: (1) procedures for nominating ALANA mentors; (2) content of the training session for ALANA mentors; (3) procedures for conducting bi-weekly group meetings between ALANA mentors and freshmen; (4) the college's Contact Calling Strategy through which mentors offer advice on such issues as adding or dropping courses and tutoring; and (5) the content of the ALANA freshman orientation. The fourth section identifies measures that will be used to evaluate the mentoring program, while the fifth section offers data on mentee retention during the 1992-93 academic year and mentee's evaluations of their mentors. (MAB)

ED 361 044 JC 930 426

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; *Diagnostic Tests; Early Intervention; *Educational Diagnosis; Educational Quality; Elementary Education; Elementary School Students; Foreign Countries; *Literacy; Literacy Education; Mathematics Skills; Minimum Competencies; *Numeracy; *Student Evaluation
IDENTIFIERS- Gaza Strip; Jordan; Lebanon; United Nations Relief and Works Agency; West Bank

This position paper describes a concrete strategy to establish early warning systems or diagnostic instruments at the lower elementary school level in United Nations Relief and Works Agency (UNRWA) schools. The strategy described is designed to assess the quality of literacy and numeracy skills and to provide criteria for a realistic minimum threshold of schooling which would guarantee permanent retention of these skills. A conceptual framework for educational quality is provided, and a strategy for assessing quality is described for the following areas: literacy and numeracy skills; psychomotor skills and physical fitness in elementary schools; and the impact of organized violence in UNRWA school children in the Occupied Territories and Lebanon. The paper also briefly describes the instrument currently being developed at the School Education Division of UNRWA in Amman, Jordan. The paper concludes by highlighting the need for team effort, given the technical complexity of building diagnostic instruments and the lack of systematic experience in Arab-speaking countries. (MM)

ED 361 060 PS 021 254

Creating a Classroom Literacy Environment: A Guide for Teachers of Pre-School through Second Grade.
PUB DATE- 92
NOTE- 40p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; *Childrens Literature; *Classroom Environment; Elementary School Students; Elementary School Teachers; *Learning Activities; *Literacy; Parent Participation; Play; Preschool Children; Preschool Education; Preschool Teachers; Primary Education; Reading Aloud to Others; Thematic Approach
IDENTIFIERS- *Emergent Literacy

Designed to promote literacy development, this guide provides suggestions for setting up classroom environments that assist preschool and primary school teachers in providing literacy events and activities related to books. General suggestions included in the guide are accompanied by photographs illustrating the suggested activity or environment. Each general suggestion also outlines goals that are achieved through the activity, and provides specific recommendations for implementing the proposed activity or environment. Suggestions include labeling the classroom, creating a library corner, teaching children how to handle books, choosing children's books, reading aloud to the class, using books to create classroom themes, and getting parents involved. (Contains 10 references to children's literature review journals and guidebooks and 8 sources of supplies such as posters, library

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Childhood Attitudes; *Cross Cultural Studies; *Factor Analysis; Fathers; Foreign Countries; Mothers; *Parent Child Relationship; *Parent Role; Secondary Education; Social Cognition; Social Networks
IDENTIFIERS- China; United States; Zimbabwe

Many cross-cultural studies have been criticized for imposing instruments on peoples of other cultures as if the constructed measure were universal. This study attempts to establish a cross-cultural equivalence of measurement and construct validity in an examination of the functions of social networks in Zimbabwean, Chinese, and American societies. A sample of adolescents from each country completed assessments describing their perceptions of their familial and extra-familial social networks. The dimensions underlying adolescents' perceptions of their parents were quite similar not only when comparing mothers and fathers within a culture, but also when comparing the roles of parents across the three cultures. African mothers and fathers were least similar to a pan-cultural model, while Chinese and American parents were considered to be closer to the model. Other parental similarities and differences within a given culture or between cultures were also found. (MDM)

ED 361 079 PS 021 587

Penny, Judith M.; And Others
Early and Later Maternal-Infant Interactions in Adolescent Mothers: A Comparison Study.
PUB DATE- Mar 93
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Age Differences; Attachment Behavior; Comparative Analysis; Early Parenthood; Educational Attainment; *Infants; Longitudinal Studies; Mother Attitudes; *Mothers; *Parent Child Relationship; Predictor Variables; Socioeconomic Status; *Young Adults
IDENTIFIERS- Maternal Self Concept

This study examined differences between the positive mother-infant interactions of adolescents and those of young adult mothers, both before and after controlling for socioeconomic status (SES) and educational level. The study also investigated factors related to adolescents' early and later maternal-infant interaction patterns. Subjects were 100 adolescents (aged 13 to 19) and 100 young adults (aged 20 to 29) from a moderate-sized Southeastern city who were interviewed during pregnancy. Maternal-infant observations were conducted at one month using the NCAST Feeding Scale, a 76-item behavioral observation system. At 6 months post-partum, mothers were interviewed, and maternal-infant interactions were observed using the NCAST Teaching Scale, a 73-item behavioral observation system. Results revealed significant group differences for the following factors: (1) ego identity, (2) knowledge about infants and infant care, (3) knowledge of infant competencies, (4) maternal-fetal attachment, (5) post-partum depression, (6) self-esteem, (7) developmentally appropriate home environment, and (8) maternal-infant interactions at 1 and 6 months. However, all differences disappeared after the effects of SES and educational level were controlled. Significant predictors

160 nannies; 62 (39%) nannies responded. Respondents worked an average work week of 48.7 hours with an average salary of $202 per week. Respondents reported receiving many benefits, but not all received paid vacation and health insurance. The primary reasons respondents gave for leaving their family of employment were: expiration of the contract (34 percent); differences with the family (21 percent); desire to continue education (15 percent); homesickness (13 percent); lack of commitment to the family (10 percent); and lack of friends (7 percent). (Contains nine references.) (MM)

ED 361 100 PS 021 653

Kier, Cheryl; Lewis, Charlie
Does Parental Marital Separation Affect Infants?
PUB DATE- Mar 93
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attachment Behavior; Behavior Problems; *Child Behavior; *Children; Cognitive Ability; Comparative Analysis; *Divorce; Emotional Development; *Family Influence; Family Structure; Foreign Countries; *Infants; *Mothers; Personality; Security (Psychology); Sibling Relationship; Social Development; Stress Variables
IDENTIFIERS- Great Britain

This study compared the development of 38 infants from separated or divorced families with that of 38 infants from married families in Britain to determine whether parental divorce or separation precipitates cognitive, social, or emotional difficulties in infants. Infants were 11 to 45 months old. Infant-mother attachment was measured using the traditional strange situation laboratory procedure, and infant cognitive development was assessed using the Griffiths Scales of Mental Development. Infants with older siblings were observed interacting with their siblings at home for a 1-hour period on two occasions. Mothers completed the Infant Characteristics Questionnaire to assess infant temperament. Mothers also completed the Parenting Stress Index and the Life Events Survey, and were interviewed about their parenting experiences. Contrary to American studies, results from this study revealed more similarities than differences between the two groups. No differences in security of attachment, sibling relationships, temperament, or cognitive ability were found. Such patterns were found in spite of the fact that separated or divorced mothers experienced more stress than their married counterparts. Findings suggest that marital separation does not necessarily lead to child problems. (MM)

ED 361 101 PS 021 657

Warton, Pamela M.
Responsibility for Homework: Children's Ideas about Self-Regulation.
SPONS. AGENCY- Macquarie Univ., Sydney (Australia).
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English

between both groups for locus of control, health perceptions, and attitudes toward authority are included. (BCY)

ED 361 120 PS 021 758

French, Vicky L.; Feng, Jianhua
Phoneme Awareness Training with At-Risk Kindergarten Children: A Case Study.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Environment; *Classroom Techniques; High Risk Students; *Kindergarten Children; *Literacy; *Literacy Education; *Phonemics; Primary Education; Program Descriptions; *Program Effectiveness; Program Evaluation; Reading Skills; Spelling
IDENTIFIERS- *Phonemic Awareness; Print Awareness

Phoneme awareness, or the ability to recognize a spoken word as a sequence of individual sounds, is thought to be an essential prerequisite to successful literacy. A child-based phoneme awareness training program integrating children's experience and activities with sound awareness and print immersion was developed at a small urban elementary school in an effort to improve at-risk students' literacy rates. The program makes use of weekly targeted sounds, nursery rhymes, poems, songs and shared reading experiences to create a non-threatening learning environment. To examine program effectiveness, a study was undertaken to review program design and implementation and determine the effects on the early literacy development of 24 of the at-risk children. Quantitative data were collected through pretests administered in November 1992, and posttests administered in April 1993; qualitative data were collected through classroom observations and discussions with teachers and students. Tests of students' skills indicated a significant increase in students' reading, spelling, letter identification, print concept, and vocabulary skills. Classroom observations noted increased student interaction in print and sound awareness activities during shared reading exercises. The study findings provide strong evidence for the inclusion of phoneme awareness training in all kindergarten curricula. (Tables of test results and 30 references are included.) (BCY)

ED 361 121 PS 021 759

McKeough, Anne
Using the Notion of a Central Conceptual Structure To Explain the Development of Children's Understanding of Human Behaviour.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Children; *Cognitive Processes; *Cognitive Structures; Comparative Analysis; *Concept Formation; Cross Cultural Studies; Elementary Education; Elementary School Students; Foreign Countries; Performance Factors; Piagetian Theory; Preschool Children; Preschool

services, culturally appropriate models, coordination of services, leadership, and education and advocacy), and make recommendations in each area for policy formation and for meeting the needs of adults, adolescents, and mothers and babies. The commissioned papers are: (1) "Health Status and Contributing Factors for the Perinatal Life Cycle" (Anne Doolen and James A. Martin); (2) "Substance Abuse among Latino and Farmworker Adolescents" (Devon Davidson); (3) "Farmworker Substance Abuse Issues and Concerns for the Adult Life Cycle" (Tino De Anda); (4) "Farmworker Substance Abuse Prevention for the Perinatal Life Cycle" (Carol J. Dauenhauer Giese); (5) "Education, Advocacy, and Resource Development for the Farmworker Adolescent" (Nancy Vaughn); (6) "Education, Advocacy, and Resource Development for the Adult Migrant Farmworker" (David S. Anderson); (7) "Targeting the Pediatric Age Group for Prevention" (Phyllis J. Henderson); (8) "The Status of Evaluation and Research Efforts for the Adult Life Cycle" (Silvia Rodriguez Andrew); and (9) "Patterns of Rates of Mortality from Narcotics and Cocaine Overdose in Texas, 1976-87" (Kirk C. Harlow). (KS)

ED 361 139 RC 019 266

Blueprint for Migrant Health: Health Care Delivery for the Year 2000. Migrant Clinicians Network Monograph Series.
PUB DATE- Sep 92
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cultural Awareness; *Delivery Systems; *Health Education; *Health Promotion; Information Networks; Long Range Planning; Migrant Education; *Migrant Health Services; Migrant Programs; Migrants; *Migrant Workers; Outreach Programs; *Program Administration

This monograph addresses issues concerning the future of health care delivery for migrant and seasonal farmworkers formulated by participants at the 1992 Migrant Health and Migrant Clinical Issues Conference. Ten focus groups considered various issues and barriers to service delivery and listed the system characteristics required to implement the ideal delivery system. The ten focus group topics were: (1) health promotion through patient empowerment and education; (2) community outreach; (3) financing; (4) data transfer; (5) cultural sensitivity; (6) case management; (7) oral health services; (8) recruitment and retention of health care providers; (9) advocacy and tailoring delivery systems; and (10) practice-based research. The ideal health care delivery system outlined by the focus groups: (1) must be involved in all areas that affect farmworkers' health; (2) must provide comprehensive health care services; (3) must provide services in a manner appropriate to farmworkers' culture and lifestyle; (4) must be developed from the ground up; (5) must maximize interagency coordination and integration of services; (6) must aggressively recruit multilingual, multicultural health care providers and other staff; (7) must use a centralized, standardized database; and (8) must achieve consolidated funding rather than funding fragmented among different sources with differing priorities. (LP)

ED 361 140 RC 019 268

Mines, Richard; And Others
Findings from the National Agricultural Workers Survey (NAWS)

(ED), Washington, DC.
PUB DATE- 92
NOTE- 134p.; For individual papers, see RC 019 319-324.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Academic Achievement; Consolidated Schools; *Educational Finance; *Educational Policy; *Educational Quality; Elementary Secondary Education; Expenditure per Student; School Community Relationship; School District Reorganization; School Districts; *School District Size; *School Size; *Small Schools; State School District Relationship
IDENTIFIERS- Economies of Scale

This source book brings together research about improving the ways that learning, teaching, and schooling are organized, and how school and school district size may affect such efforts. Six scholars were commissioned to address the questions of how to define quality in education; how school and district size are related to educational costs and quality; and what recommendations to offer to educators, school board members, and legislators. The papers are: (1) "Small Is Too Big: Achieving a Critical Anti-Mass in the High School" (Tom Gregory) (developing innovative small high schools oriented toward individual learning and democratic processes); (2) "Modern Conceptions of Educational Quality and State Policy Regarding Small Schooling Units" (David H. Monk) (the need for state policymakers to be more receptive to alternative forms of reorganization); (3) "Remapping the Terrain: School Size, Cost, and Quality" (Paul Nachtigal) (viewing the issues of educational size, cost, and quality from the perspective of maintaining healthy, viable communities); (4) "Size, Cost, and Quality of Schools and School Districts: A Question of Context" (Al Ramirez) (optimum size of educational institutions as an elastic concept related to institutional mission and setting and available resources); (5) "Small Is Beautiful" (Bethany Rogers) (evidence that a caring intimate environment lays the foundation for learning); and (6) "On Local Control: Is Bigger Better?" (Herbert J. Walberg) (states with lower achievement scores have bigger schools and districts and a larger percentage of educational funding provided by the state). (SV)

ED 361 159   RC 019 319

Gregory, Tom
Small Is Too Big: Achieving a Critical Anti-Mass in the High School.
PUB DATE- 92
NOTE- 30p.; In: Source Book on School and District Size, Cost, and Quality; see RC 019 318.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Costs; Educational Change; *Educational Environment; Educational Innovation; *High Schools; Individualized Instruction; *Nontraditional Education; *School Size; *Small Schools; Student Responsibility
IDENTIFIERS- *Jefferson County School District CO; Student Empowerment; Teacher Empowerment

Developing more effective conceptions of the high school may require radically reducing its size. In today's big high schools, size ensures that control of students is a primary concern and prevents the development of a collegial atmosphere

(Washington, D.C., April 20-21, 1991).
PUB DATE- 92
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Proceedings (021)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Development; *Cognitive Psychology; Concept Formation; *Educational Research; Higher Education; *Interdisciplinary Approach; Neuropsychology; Prediction; Schemata (Cognition); Science and Society; Science Education; Workshops
IDENTIFIERS- Cognitive Research; *Cognitive Sciences; National Science Foundation; *Neural Networks

Cognitive science, the study of both biological and artificial intelligent systems, is an inherently interdisciplinary activity that embraces aspects of psychology, linguistics, artificial intelligence, neuroscience, engineering, and other behavioral and social sciences. This document reports the results of a workshop designed to provide advice to the National Science Foundation regarding plans for achieving the potential of cognitive science in the 21st century. The report is separated into three sections. The introduction presents three directions in which cognitive science can be developed: (1) the sciences of agents interacting in social and physical environments; (2) the science of individual agents; and (3) the sciences of natural processes. The second section presents brief discussions of a sample of research topics that are active foci of work in cognitive science. Research topics include language, conceptual knowledge, abstract neural networks, and analyses of cognitive activity in social and physical environments. The third section discusses recommendations for enhancing research in the cognitive sciences. Recommendations include: (1) extending the working corps of interdisciplinary cognitive scientists; (2) utilizing technology resource for collaboration with new methodologies and across disciplines; (3) enhancing institutional structures in support of interdisciplinary research; and (4) funding levels. A list of workshop participants is provided. (MDH)

ED 361 177 SE 053 575

Rasmussen, Alison M., Ed.; Matheson, Robert H., III, Ed.
A Sourcebook of Biotechnology Activities.
SPONS. AGENCY- Pfizer, Inc., Groton, CT.
PUB DATE- 90
NOTE- 240p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Biology; *Biotechnology; *DNA; *Genetic Engineering; Genetics; Heredity; High Schools; Lesson Plans; Resource Materials; *Science Activities; Science History; *Science Instruction; Science Materials; Scientific Concepts; Social Problems; Units of Study; Worksheets
IDENTIFIERS- *Hands On Experience

This book contains 22 lessons using hands-on activities designed to present some aspect of biotechnology in a usable form that teachers can adapt for their classrooms. The introductory section serves as a resource that introduces the teacher and student to the history of biotechnology. The activities are divided into five units that group lessons by concept. Lessons from the five units are designed to: (1) teach the basics of university in New York State were studied to: (1) identify students' conceptual chemical errors and systematic mathematical errors when solving chemical equilibrium problems; and (2) to investigate the relationship between students' logical thinking ability and their performance on the kinetics and chemical equilibrium problems. Data was collected using a student demographics questionnaire, the Test of Logical Thinking, and students' responses to three chemical equilibrium problems and one chemical kinetics problem. Content analysis of the conceptual chemical and mathematical errors led to four conclusions: (1) students did not understand the relationship between experimental results and the rate of reaction; (2) students' misconception that an arithmetic relationship existed between concentrations of reactants and products led to a mathematical rather than a chemical solution to one problem; (3) many students seemed to have an overgeneralized definition of bases; and (4) students relied on using learned algorithms to solve problems. Contains 22 references. (MDH)

ED 361 197 SE 053 605

Pedersen, Jon E.; O'Dell, Jacqueline K.
A Survey of Current Uses of Educational Technology in Science Teacher Education Programs.
PUB DATE- Jul 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Science; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Higher Education; *Science Education; *Teacher Education

Technology is an ever increasing priority in education. Yet for the most part, only a minority of teachers have used technology as a supplement to the textbook. This study examines the differences between current and desired levels of knowledge that science teacher education faculty (n=305) have about learning to use computer technologies as instructional tools. The data indicates that only a small percentage of faculty have had any formal training in computer technology. In addition, data suggest that faculty have a desire to know more about computer technology; for instructional tasks, for specific computer applications, on the effects of computers on instruction associated with teaching science, and technology knowledge in general. (Contains 25 references and 10 tables.) (PR)

ED 361 198 SE 053 607

Alexander, Glen; And Others
The Estuary Guide. Level 3: High School. Draft.
SPONS. AGENCY- National Oceanic and Atmospheric Administration (DOC), Rockville, Md.
PUB DATE- 92
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; Decision Making; *Ecology; Environmental Education; *Estuaries; Field Trips; High Schools; *Learning Activities; *Marine Biology; Marine Education; Oceanography; Resource Materials; Secondary School Science;

toward science in the seventh and eighth grades. Subjects are 2,159 students taught by 19 teachers in 4 middle schools. There are strong relationships between student perceptions of classroom structure and their attitude toward science. If they see themselves as having a great deal of control over events in the classroom, and are less alienated, they have a much better attitude toward science. Boys feel less empowered than girls, and classes taught by male teachers report themselves to be less in control than those taught by females. Attitudes of students with female teachers are more positive that those taught by males. The well documented decline in attitude from the first through the eighth grade might be at least in part the result from a shift from student-centered to teacher-centered classroom climate that seems to be part of the structure of elementary schools. (Contains 34 references.) (Author)

ED 361 218 SE 053 651

Piburn, Michael D.
Evidence from Meta-Analysis for an Expertise Model of Achievement in Science.
PUB DATE- Apr 93
NOTE- 40p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Concept Formation; Educational Research; Elementary School Science; Elementary Secondary Education; Meta Analysis; *Problem Solving; Science Curriculum; *Science Education; Scientific Concepts; Secondary School Science; *Spatial Ability; Thinking Skills; *Verbal Ability
IDENTIFIERS- Expert Novice Problem Solving

A quantitative synthesis of multivariate studies in science education during the past ten years yields evidence to support a model of achievement in science very much like that currently proposed in the literature of expert problem-solving. Despite previous claims, spatial visualization and verbal ability predict additional variance in achievement beyond that which they share with general intelligence. Both are also components of most theories of expertise. Cognitive ability, scientific reasoning, and prior knowledge all add further variance to the regression equation, and are demonstrably separate in their contributions to scientific achievement. Quantitative ability does not appear to be uniquely separate from cognitive ability. These results suggest an instructional program that focuses more on domain-specific skills and knowledge than on generalized and problem-solving. (Author)

ED 361 219 SE 053 653

Piburn, Michael; Sidlik, Lawrence P.
An Investigation of Projective Measures of Attitude toward Science.
PUB DATE- Mar 92
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March, 1992). For related documents, see SE 053 649-650.
LANGUAGE- English

Learning in Map Work" (B. L. Yau and others); (9) "Effectiveness of Gaming Method in Teaching Grid References and Conventional Signs: An Experimental Study" (Y. Fung); and (10) "Assessment in Geography: An Evaluation of the 'Solo' Taxonomy" (P. Stimpson). (DB)

ED 361 237 SO 022 724

Clavner, Jerry
Some Guidelines for the Development of Curriculum for Applied Anthropology.
PUB DATE- 91
NOTE- 7p.; Paper presented at the Annual Meeting of the Society for Anthropology in Community Colleges (Akron, OH, October 2-6, 1991). Dot matrix type, best copy available.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anthropology; *Curriculum Development; *Curriculum Problems; Educational Objectives; Higher Education; Intellectual Disciplines; Problem Solving; Public Policy; Relevance (Education); Social Scientists
IDENTIFIERS- *Applied Anthropology

Applied anthropology seeks to integrate anthropological values and knowledge with a rational approach to policy decision-making. This paper discusses some of the barriers faced by those who care about anthropology and are concerned with making a viable space for the discipline in the college curriculum. Anthropology teachers need to further refine what they do and what they are actually capable of doing. Teachers are encouraged to be honest and realistic in their dealings with students in promoting, marketing, and advocating applied anthropology. The paper concludes by raising a series of questions concerning the discipline of applied anthropology and its role in the curriculum, including: Is the activity designed to change individuals' attitudes, values, norms, or beliefs? What are the possible manifest and latent consequences of change of values? And is the activity designed to change the structure of the cultural and social institutions? (DB)

ED 361 238 SO 022 852

Tien, H. Yuan; And Others
China's Demographic Dilemmas.
PUB DATE- Jun 92
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Birth Rate; *Demography; Family Planning; Family Size; Foreign Countries; Foreign Culture; Human Geography; Mortality Rate; *Population Growth; *Population Trends; *Public Policy; Social Science Research
IDENTIFIERS- *China

China's herculean efforts to slow the increase of its giant population appear to have worked: the annual birth rate fell from about 35 births per 1,000 in the 1950s to 20 per 1,000 in the 1990s. This bulletin examines the development and consequences of the strict population planning control measures

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; *Decision Making; *Educational Games; *European History; Foreign Countries; *History Instruction; Instructional Materials; Learning Activities; Secondary Education; Simulation; *World War II
IDENTIFIERS- *Germany; *USSR

This military history board game can be used as an extracurricular, extra credit, or classroom incentive project. The game serves to quantify an historical event so that it enriches the study of history for both verbally and mathematically inclined students. Although most suitable for eighth grade and above, the game may be played by some younger students. The game is basically a two player strategic simulation game modeling the historical decision making situations of the Axis and Soviet commands on the Russian front from the time of the Nazi invasion in 1941 to the liberation of Soviet territory in 1944. Team play can be educational as players struggle to resolve or coordinate differences in ability, resources, and strategic planning. Short hour-long scenarios depicting critical phases of the War can be used. Suggestions are given for inexperienced, as well as more experienced, players. A key element of the game is an analysis and results form that allows students to analyze and understand the historical situation and their own decision making reaction. The game is effective for teaching social studies because it gives students a basic knowledge of geography and the climate of an historically significant area. Play can start at several different dates. Science or military history classes can use the game to learn about strategy. Game instructions include a comment regarding the tragedy of the Second World War that must be emphasized to players in spite of the fact that the simulation is designed as a highly absorbing game. (DK)

ED 361 257 SO 023 211

Directory of Resources: For International Cultural and Educational Exchanges.
PUB DATE- 92
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Cultural Exchange; *Culture Contact; *Exchange Programs; Higher Education; *Intercultural Communication; International Cooperation; *International Educational Exchange; Peace; Secondary Education

This directory is an inventory of government and private organizations that administer exchange programs and related educational activities aimed at strengthening mutual understanding between people of the United States and other nations. Descriptive narratives provided with the entries are drawn from material provided by the organizations or obtained from other directories. Individual academic institutions with international programs are omitted because of the volume. The listings are divided into three large sections. The first lists 40 United States government departments and agencies. Only those offices that have international programs of their own or are points of contact for international visitors are listed. Unless the purposes and programs are self-explanatory, a brief description is included. Addresses are given for offices within a department or agency if they differ from that of the headquarters. The second section lists federal boards and commissions and contains six entries. The final division identifies private organizations. This section lists 216

Ediger, Marlow
Issues in the Social Studies Curriculum.
PUB DATE- Sep 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Enrichment; *Curriculum Problems; Educational Objectives; Elementary School Curriculum; Elementary Secondary Education; Learning Centers (Classroom); Programed Instructional Materials; Secondary School Curriculum; *Social Studies; *Student Evaluation; Teaching Methods; Textbooks; *Workbooks

Teachers, principals, and supervisors need to study, analyze, and appraise relevant issues in the social studies curriculum. This paper identifies different issues that can be considered in social studies, and points out the reasons for and against utilizing the different instructional materials, teaching methods, educational objectives, and curriculum decisions. The first issue discussed is the use of textbooks as the primary instructional material. Advantages of using texts include the time writers have spent selecting the content, the convenience of using a prepared teachers manual, and an adequately controlled vocabulary. Other issues include using content from the structure of knowledge, inductive versus deductive teaching, using affective objectives, using workbooks, and using programmed materials. Using criterion referenced tests is discussed as an issue. It is suggested as an unbiased approach to evaluate learner progress, but may not measure relevant learning such as developing significant attitudes. The suggestion is made that processes are more complex to measure in terms of learner achievement than are final products. Processes in teaching-learning situations include critical thinking, valuing, problem solving, decision making, hypothesizing, and research. Selecting objectives can be an issue in that there is disagreement over who is best suited to select learning objectives and the means of learning: pupils, teachers, or the state. Additional issues discussed are career education, emphasis on the basics, and learning centers in the classroom. Ultimately, based on knowledge, selected trends in the social studies curriculum need implementation. (DK)

ED 361 278 SO 023 342

Gage, Susan
The Africa File: Notes, Quotes, and Questions about Africa and Development.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 89
NOTE- 203p.; Also funded by Partnership African Canada.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cultural Pluralism; Curriculum Development; *Developing Nations; *Economic Development; Foreign Countries; Global Approach; Learning Activities; Secondary Education; Social Studies; Units of Study
IDENTIFIERS- *Africa; Global Education

This document examines development efforts in Africa. While indicated by previous studies. Recommendations for practice are outlined. (Contains 14 references.) (JDD)

ED 361 297 SP 034 675

Sullivan, Edward A.
A Preparation Program for Quality Teachers.
PUB DATE- Mar 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Education; *Educational Quality; Educational Technology; Education Majors; Elementary Secondary Education; Higher Education; *Methods Courses; *Preservice Teacher Education; *Quality Control; Student Evaluation; *Teacher Education Programs; Teaching Methods; *Teamwork
IDENTIFIERS- *Total Quality Management

This paper outlines the application of Total Quality Management to schools and describes schools that are representative of the national trend toward Schools of Quality or Quality Schools. The traditional preparation program for teachers and administrators is described as being driven by certification requirements of the state departments of education and by in-house college requirements. To prepare teachers to teach in Quality Schools, the following components are recommended: (1) the preparation program should be grounded in the liberal arts; (2) artificial barriers set up by having separate and different preparation programs for elementary, secondary, and special education teachers should be eliminated; (3) teams of secondary preparation students and elementary/special education students should work together in their education courses; (4) the program should emphasize assessment in a diagnostic-prescriptive style, the methodologies of teaching, and the use of technology; (5) methods courses should emphasize working as a member of a team to make effective decisions in the best interests of students; (6) methods courses should be conducted by having methods teachers demonstrate teaching techniques with public school students; (7) the program should emphasize the knowledge of and use of technology; and (8) the program should include community service for prospective teachers. (Contains 15 reference notes.) (JDD)

ED 361 298 SP 034 678

Berg, Margaret Haefner
Believe in Yourself: A Case Study of Exemplary Music Teaching.
PUB DATE- Apr 93
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Research; Elementary School Teachers; Fine Arts; Grade 6; Intermediate Grades; *Metaphors; *Musical Composition; *Music Education; Music Teachers; Research Design; Research Needs; Self Concept; Symbolism; *Teacher Attitudes; Teacher Behavior; *Teacher Effectiveness; Teacher Student Relationship; Teaching Experience
IDENTIFIERS- Outstanding Teachers; Pedagogical Content Knowledge

This case study addresses the need for qualitative descriptions

Education

This curriculum guide, an information and planning resource in dance education, is intended to advance the teaching of dance in Minnesota's public schools. The guide is intended for use by both generalist and specialist teachers, grades K-12, in a variety of situations. "Part One: Orientation" includes a discussion of the use and purpose of the guide, the role of dance in education, and a vision for dance in education. "Part Two: A Model for Dance in the Schools" is divided into 7 chapters: (1) Introducing a Model for Dance in the Schools; (2) Dance Movement Vocabulary; (3) Dance Making; (4) Dance Sharing; (5) Dance Inquiry; (6) Dance Forms and Styles; and (7) Contexts for Dance in Education. "Part Three: Tools for Planning and Implementing Dance Learning Experiences" contains the following chapters: (8) Child and Adolescent Development and Dance; (9) Dance for All Students; (10) Learner Goals, Outcomes and Instructional Objectives; (11) Assessment and Reporting; (12) Planning Worksheets; and (13) Teacher's Help Sheets. Appendices provide lists of resources for teachers and of references used in preparation of the guide. (LL)

ED 361 316 SP 034 715

Grosse, Susan J., Ed.; Thompson, Donna, Ed.
Leisure Opportunities for Individuals with Disabilities: Legal Issues.
PUB DATE- 93
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Collected Works - General (020)
DESCRIPTORS- *Accessibility (for Disabled); Accident Prevention; Adaptive Behavior (of Disabled); Assistive Devices (for Disabled); Camping; *Disabilities; Elementary School Students; Elementary Secondary Education; Federal Legislation; Hearing Impairments; *Legal Responsibility; *Leisure Time; *Normalization (Handicapped); Preschool Children; Preschool Education; *Recreational Activities; Recreational Facilities; Safety Equipment; Secondary School Students; Visual Impairments
IDENTIFIERS- *Americans with Disabilities Act 1990; Risk Management; Wilderness Education Programs

This volume explores legal issues that serve as foundations for quality active leisure participation by persons with disabilities. In addition to documenting details of the Americans with Disabilities Act (1990), playground and equipment standards and guidelines, and American Camping Assoication standards, it presents specific information on risk management, liability, negligence, and accessibility. The publication is divided into two sections--"Legal Concerns" and "Accessibility and Participation." The first section presents five articles: (1) "The Americans with Disabilities Act: Implications for Recreation and Leisure" (Julian U. Stein); (2) "Legal Concerns: Civil Rights and Negligence" (Annie Clement); (3) "Camping for Individuals with Disabilities: Standards and Guidelines" (Susan F. McConnell); (4) "Guidelines, Regulations, and Standards for Play Equipment and Surfaces" (Donna Thompson); and (5) "Critical Issues: Risk Management, Informed Consent, and Participant Safety" (Julian U. Stein). In the second section, the articles are: (6) "Play Spaces for All: A Photo Collage" (Susan J. Grosse, David N. Reams, Barbara M.

population in these areas is enormously diverse, encompassing an array of races, cultures, and languages. The cases, written by veteran teachers, describe some of the most problematic experiences of their careers. Some writers look back to novice days and discuss how a situation was handled, and reflect on what might be done differently now; others tell about current problems with unresolved dilemmas. The commentaries that follow each case are intended to broaden case analysis offering differing interpretations, raising critical questions, and exploring issues that are either overt or suggested by nuances in the narrative. The cases are organized into four categories: (1) "Teaching New Concepts and Skills"; (2) "Integrating Non-English Speakers into the Classroom"; (3) "Interactions with Students"; and (4) "The Influence of Parents and Community." An annotated bibliography and guidelines for writing a case are appended. (LL)

ED 361 334 SP 034 758

King, Irvin L.; Emesiochl, Masa-Aki
Report to the Palau Ministry of Education on the Mathematics Project at Harris, Maris Stella, and Meyuns Elementary Schools, 1993.
PUB DATE- Sep 93
NOTE- 31p.; For a related report, see ED 338 499.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; Comparative Testing; Developing Nations; Elementary Education; *Elementary School Mathematics; Elementary School Students; Longitudinal Studies; *Mathematical Concepts; *Mathematics Achievement; Mathematics Skills; *Mathematics Tests; *Outcomes of Education
IDENTIFIERS- Pacific Trust Territory; *Palau Islands

Since 1985, the students in grades 2-8 in three selected elementary schools in Palau have been tested on basic math skills. This report describes the data collected in May 1993 and indicates the relative strengths and weaknesses of students at each grade level in each school. Major outcomes include: (1) the students at Harris School scored significantly higher than their counterparts in the other schools; (2) girls scored significantly higher than boys; (3) the recall of division facts was the skill most highly correlated to total test score in grades 5-6; (4) division computation was the skill most highly correlated to total test score in grades 7-8; (5) in spite of scoring lower in other areas, the students at Maris Stella scored significantly higher on solving word problems; and (6) a factor analysis revealed that the ability to solve word problems is related to the abilities to solve percent and algebraic equations, to convert one measurement unit to another, and to find the perimeter of a rectangle. Results of the testing are displayed in 13 tables. (Author/LL)

ED 361 335 SP 034 759

Fennell, Hope-Arlene
Student Teachers' Evaluation of Their Preparation for Internship Course: A Case Study.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 93
NOTE- 451p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Course Selection (Students); *Databases; Data Collection; Elective Courses; High School Graduates; High Schools; *High School Students; *National Surveys; Sampling; *Student Educational Objectives; Student Interests; Trend Analysis; *User Needs (Information)
IDENTIFIERS- Educational Information; *High School Transcript Study 1990; User Guides; Weighted Data

The 1990 High School Transcript Study provides information regarding current course offerings and students' course-taking patterns in the nation's secondary schools. Since similar studies were conducted of the course-taking patterns of 1987 and 1982 graduates, changes can be studied. Transcripts were collected from 21,589 students who graduated from 330 nationally representative high schools in 1990. About three-fourths had participated in the National Assessment of Educational Progress. The study produced the following nine data files that are available on tape: (1) the Classification of Secondary School Courses (CSSC) Master File; (2) the CSSC Text File; (3) the Course Offerings File; (4) the School File; (5) the Student File; (6) the Linked Weights File; (7) a file with information on limited English proficiency and handicapped students; (8) the Test and Honors File; and (9) the Transcript File (list of all courses). This user's manual describes sampling, data collection, data processing, weighting and variance estimation, and the data files. Seventeen tables, three figures, and two exhibits present information about the study. Fifteen appendixes describe the files and include the questionnaires. (SLD)

ED 361 355 TM 020 413

Qian, Gaoyin
Methodological Issues and Further Research in the Study of Reading Comprehension with Different Levels of Knowledge.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Data Collection; Educational Research; *Effect Size; Elementary Secondary Education; *Experiments; *Knowledge Level; Meta Analysis; *Reading Comprehension; Research Methodology; Research Needs; *Research Problems; Statistical Analysis; *Validity

Some methodological issues in the study of levels of knowledge are reviewed, and needs for further research are explored, drawing on an analysis of 12 studies reported since the late 1970s. In the 12 studies, 16 quantitative experiments were conducted. These were assessed for internal and external validity. Analysis revealed some shortcomings in study design,

DESCRIPTORS- Behavioral Science Research; *Coding; *Computer Software; *Data Analysis; Data Collection; Experiments; *Observation; Researchers; *Research Methodology; Research Needs
IDENTIFIERS- *MOOSES Computer Program; *Multiple Option Programming

The Multiple Option Observation System for Experimental Studies (MOOSES) is a flexible data collection and analysis package for applied behavioral research that addresses the needs of researchers interested in live coding of observational data. MOOSES allows the researcher to design a coding system for a particular research question. General types of data that can be collected and analyzed include mutually exclusive events, toggles, and interval data. An extensive set of analyses is available, including: (1) frequency and duration; (2) interobserver agreement; (3) states within toggles; (4) sequential frequency analysis; and (5) visual analysis. Hardware requirements, program operation, and a new PROCODER compatible version are described. (SLD)

ED 361 373 TM 020 468

Comprehension Performance Report Summary by District and by School within District. 1993 Wisconsin Third Grade Reading Test.
PUB DATE- May 93
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Achievement Tests; *Elementary School Students; *Grade 3; Performance; Primary Education; Reading Achievement; Reading Comprehension; *Reading Tests; School Districts; *School Statistics; Special Needs Students; State Programs; Tables (Data); Testing Programs; *Test Results
IDENTIFIERS- Wisconsin; *Wisconsin Third Grade Reading Test

Results from the 1993 administration of the Wisconsin Third Grade Reading Test are presented in a 43-page table that lists the results for each school district and school in Wisconsin. Statewide, over 52,000 students from over 300 districts took this test. The following categories for each 4-digit district code and each 8-digit school code represented within the state are reported: (1) number of students below the performance standard; (2) percentage below the standard; (3) number of inconclusive results; (4) percentage of inconclusive results; (5) number of students above the performance standard; (6) percentage above the performance standard; (7) number of students not tested; (8) exceptional educational needs (EEN) students enrolled; (9) number of EEN students not tested; and (10) percentage of EEN students not tested. In 1993, the performance standard was 28 or more items correct. Data for those with 22 through 27 items correct were considered inconclusive. Those with less than 21 items correct fell below the performance standard. (SLD)

ED 361 374 TM 020 469

Diploma Examinations Program, Annual Report. 1991-92 School Year.
PUB DATE- 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)

in each field, with a concentration on women and minorities. Programs were generally evaluated through participant questionnaires, and each was evaluated individually. Across all programs, out of 967 questionnaires, 424 (43.8 percent) were returned. Overall, the programs were favorably rated by participants, who had two main desires: to be treated as an individual, and to have the program fully explained before it began. Most respondents considered the programs career-enhancing, and most thought the experiential aspects were more valuable than the classroom sessions. Recommendations are made for improvement and continuation of the programs. A statistical appendix contains 10 tables of responses. The nine questionnaires are included. (SLD)

ED 361 392 TM 020 493

Scheffelin, Margaret; Emmett, Terry
Continuation High School Effectiveness Study, Phase II: Qualitative Analysis of More Effective Schools. (A Report to the California Legislature Pursuant to 1987 Budget Act Supplemental Report, Section 9.00, Item #6100-101-001).
PUB DATE- 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Attendance; Class Size; *Continuation Students; *Dropout Prevention; *Educational Assessment; Educational Change; Educational Improvement; Financial Support; High School Graduates; High Schools; Instructional Materials; *Nontraditional Education; *School Effectiveness; Teacher Student Relationship
IDENTIFIERS- *California; California Assessment Program

Information is provided on factors associated with the effectiveness of continuation high schools in California. This Phase 2 report (following a Phase 1 study of 54 schools) is based on information gathered from 10 schools that were selected as among the more effective in the state at retaining students in school and graduating them. Effectiveness was determined by a single variable composed of dropout rate, attendance rate, graduation rate, and average achievement on the California Assessment Program tests. Data were collected through interviews and school visits. Among the important factors characteristic of effective continuation schools were a curriculum with well-developed personal and career elements, and a strongly positive staff. Students have chosen to attend these schools and appear to have more positive attitudes than would otherwise be the case. Various support services are available in these schools, and interactions between students and staff are highly personal. These schools emphasize learning rather than teaching. In addition, these schools receive adequate funding from their districts to provide small classes and a variety of materials and equipment. Appendixes A and B, analytic descriptions of the schools and the effectiveness factors, are published separately. Appendix C, attached, contains the recommendations from the Phase 1 study. (SLD)

ED 361 393 TM 020 494

Bowman, Anita H.
A Theoretical Framework for Research in Algebra: Modification of Janvier's "Star" Model of Function Understanding.
PUB DATE- Apr 93

very distracting to students in the beginning of the course. However, by the end of the course, most students were receptive to distance education as part of the future of instructional delivery, but they still favored the conventional way of teaching. Achievement data are not very conclusive, but the lower grades of the host distance class may reflect their more negative attitudes. (Contains 12 references.) (SLD)

ED 360 949 IR 016 177

Maurer, Hermann, Ed.
Educational Multimedia and Hypermedia Annual, 1993. Proceedings of ED-MEDIA 93--World Conference on Educational Media and Hypermedia (Orlando, Florida, June 23-26, 1993).
PUB DATE- Jun 93
NOTE- 673p.
LANGUAGE- English
EDRS Price- MF04/PC27 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Distance Education; *Educational Media; Educational Technology; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; *Hypermedia; *Multimedia Instruction; *Telecommunications

This collection presents papers pertaining to the wide area of educational multimedia and hypermedia. The ED-MEDIA conference series aims at using new technology for purposes beyond "infotainment" and "edutainment" to improve education for all. The volume is a guide to what is happening in educational multimedia and hypermedia right now and what is to happen in the future. Developments in elementary and secondary education, higher education, and distance education are reviewed. These proceedings contain 75 full papers, reports of 4 panel discussions, 19 short papers, and reports of 32 demonstrations and posters. (SLD)

ED 360 950 IR 016 178

James, Michael L.; And Others
An Exploratory Study of the Perceived Benefits of Electronic Bulletin Board Use and Their Impact on Other Communication Activities.
PUB DATE- 15 Jan 93
NOTE- 60p.; Paper presented at the Annual Convention of the Broadcast Education Association (Las Vegas, NV, April 16-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Attitude Measures; Attitudes; Computer Software; Content Analysis; *Electronic Mail; Individual Characteristics; *Information Dissemination; *Mass Media Use; Microcomputers; Online Systems; Surveys; User Needs (Information); *Users (Information); Use Studies
IDENTIFIERS- *CompuServe; Online User Groups; Service Utilization

Characteristics of users of electronic bulletin boards, the perceived impact that bulletin boards have on users, and how their use affects the use of other communications media were studied using a random sample of users of CompuServe and Prodigy, two major bulletin board services. Respondents (95 for CompuServe and 78 for Prodigy) were interviewed asynchronously on-line through electronic mail. Results of the on-line survey support adoption hypotheses that suggest that bulletin board users are more highly educated and more wealthy, and work in preservation of unpublished materials and the kinds of collections held by archives. A systematic methodology for developing preservation priorities for archival materials at institutional, interinstitutional, and national levels is needed. The conceptual issues involved in the development of this expanded concept of preservation include the range of media covered, the information explosion, and the concepts of preservation, life expectancy, and enduring value. The following basic principles are offered by the Task Forces on Archival Selection reporting to the Commission on Preservation and Access: (1) establishment of a responsible archival management program; (2) the fundamental importance of environment, housing, and ongoing maintenance; (3) recognizing the universe of documentation; and (4) integration of information and responsibility. Recommendations are made to policymakers to increase allocations for preservation and to the profession to foster initiatives for preservation. A background sheet provides information on the Task Forces on Archival Selection. (SLD)

ED 360 970 IR 054 645

Public Access Online Library System (OLS) User's Guide.
PUB DATE- Mar 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bibliographic Databases; *Environmental Standards; Hazardous Materials; *Information Networks; *Online Searching; Online Systems; *Search Strategies; Telecommunications; Water Quality
IDENTIFIERS- *Environmental Protection Agency; User Guides

How to access and search using the Online Library System (OLS) is described. The OLS is a computerized list of bibliographic citations compiled by the library network of the Environmental Protection Agency (EPA). It consists of several related databases and can be used by anyone to search for books, documents, journals, and other materials. In addition to the national catalog, materials on hazardous wastes, clean lakes, EPA Region 1, and the chemical collection system are included. The menu-driven user-friendly system is available at no cost other than telecommunications charges to support public access to environmental information. Chapters cover the following topics: (1) starting the system; (2) selecting a database; (3) setting parameters; (4) the patron menu; (5) search options; (6) other options; and (7) printing from the OLS. An appendix lists stopwords used in indexing databases. A list of EPA libraries is included. (SLD)

ED 360 971 IR 054 646

Koschmann, T. D.
Two Cans and a String: A Metaphor for Electronically-Supported Conversation in Collaborative Instruction.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

library use for leisure and continued learning during the weeks that school is not in session. Over 600 books are suggested, with numerous program ideas. Art materials, reading logs, and evaluation forms are included for program implementation. The body of the manual consists of 10 sections, each of which provides enough material for several individual programs. A theme chapter generally includes stories and book talks, as well as art materials and audiovisual aids. A puppet show and a rap are included as introductory materials. A combined bibliography and index provides publication information for approximately 600 books. (SLD)

ED 360 991 IR 054 680

Blue, Richard I.; Schramm, Robert M.
Survey of Records Management Practices in Wisconsin.
PUB DATE- 93
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; *Archives; Automation; Comparative Analysis; Computer Oriented Programs; Federal Legislation; *Information Storage; Mail Surveys; Office Management; Preservation; Professional Associations; *Recordkeeping; *Records Management; State Surveys; Tables (Data); Technological Advancement; Trend Analysis
IDENTIFIERS- Association of Records Managers and Administrators; *Wisconsin

A 1990 survey of 68 records management operations in Wisconsin indicates current practices regarding records retention schedules, retention audits, use of computers, record destruction practices, and the effects of federal legislation on records management operations. The 1990 survey results are compared to similar surveys in the 1970s and 1980s. Results suggest that larger organizations have more stable records management programs than do small organizations and are more likely to have retention schedules. More large organizations have legal representation on retention schedule committees and are more likely to recycle discarded records. The trend over time is in the direction of greater control of records. Records managers appear to have greater responsibilities than in the past. The use of computers has been increasing over the past 15 years, and more than half of the respondents report some degree of computer use in-house. More research is needed to determine whether these trends are nationwide or confined to the Wisconsin area surveys. Eleven figures present study findings. (Author/SLD)

ED 360 992 IR 054 681

Strategic Plan for Information Resources Management, FY 1993-97: Improving Education through Automation.
PUB DATE- 93
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Cost Estimates; Decision Making; Educational Improvement; Educational Objectives; *Educational Planning; Educational Quality; Educational Technology; Elementary Secondary Education; Equal Education; *Information Management; *Public Education; *Statewide

Polytechnic Inst and State Univ

This manual is intended to simplify the job of collection development and to give bibliographers access to the information they need to do their jobs. It emphasizes the procedures used for initiating orders in the libraries of Virginia Polytechnic University, and highlights sources of information that bibliographers can access in ordering. It is possible to use the manual, published in loose leaf format, as the basis for a compilation of information about collection development. The first section discusses gathering information, with information on patron groups, the use of the collection, and information about materials on order. A second section reviews selection tools, including the OCLC catalog. The third section reviews the ordering process for the university libraries. A final section discusses decisions that bibliographers must make and the decision policies of the university. Nine appendixes discuss particular aspects of collection development, including selection issues and collection management. Minutes of recent meetings of the university libraries collection development committee are included to illustrate how the bibliographer can use the manual as a place to keep all job relevant information. (SLD)

ED 361 009 IR 054 704

Books for the Teen Age, 1993.
PUB DATE- 93
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescent Literature; Adolescents; *Books; Childrens Libraries; Fiction; History; Homosexuality; *Library Collections; Nonfiction; Reading Interests; *Reading Materials; Sciences; *User Needs (Information); Vietnam War
IDENTIFIERS- Holocaust Literature

This document continues a 64-year tradition by listing books for adolescents, arranged by subjects that teenagers have asked about in library visits. The browsing list contains approximately 1,250 books, about 350 of which are new listings, marked for the reader's convenience. Approximately 100 sections contain the entries, grouped into the following broader sections: (1) The Creative Spirit; (2) Science; (3) Here/Now; (4) One World; and (5) Action and Adventure. For each of these sections, a few titles have been annotated in some depth, but most entries provide only a brief note. New in 1993 are sections on "being gay" and the holocaust. New titles on Vietnam and the Acquired Immune Deficiency Syndrome (AIDS) are of particular interest. All of the books have been read and selected by librarians in young adult services. (SLD)

ED 361 010 JC 930 369

Locksley, Norman; And Others
Technology, Teaching, & Trustees in 2001: A Guide for Leaders.
PUB DATE- 20 Jul 93
NOTE- 28p.; Forum papers presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (5th, Washington, DC, July 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

for students clinically diagnosed as learning disabled (LD), with the rationale that if LD students were first grouped together to learn the fundamentals of college-level writing and find success among their peers, they would gain the confidence and ability to succeed in the campus's heterogeneous atmosphere. To protect LD students' privacy, the class is "closed" to non-LD students and is not identified as "special" in the school catalog. Further, referrals to the class are made privately by the Special Populations Office and by individual English, philosophy, and reading teachers. The course differs from other freshman composition courses not in content or expectations, but in the use of techniques and strategies designed to reduce frustration, anxiety, and tension. These include avoiding the lecture format, emphasizing collaboration and group work, and utilizing computerized overheads. Notes from an article on identifying LD writers and a list of the learning characteristics of LD students are included. An appendix provides a handout for DMC faculty that includes a former LD student's essay on the benefits of attending college; a discussion of the strengths of LD students; and information on the availability of the LD class, general characteristics of LD and traumatically brain injured students, problem-oriented classroom modifications, dyslexia, and hearing impairments. (AC)

ED 361 027 JC 930 406

Faculty Salary Comparisons: National, SREB, and State Averages. Faculty/Staff Research Project.
PUB DATE- Jul 92
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Community Colleges; Comparative Analysis; Educational Quality; National Norms; Public Colleges; State Norms; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

In spite of recommendations of the Commission on the Future of the North Carolina Community College System (NCCCS), faculty salary increases in the NCCCS have not moved the system to the median level of community colleges in the southeast or nationally. To examine this situation, a study was conducted comparing NCCCS faculty salaries with salaries of faculty at public four-year institutions nationally and with University of North Carolina (UNC) constituent institutions. In addition, the study compared 1990-91 NCCCS salaries with other public community colleges in the south and nationally, and with salaries of public school teachers. Data were collected primarily from the state's Department of Community Colleges, and from the Southern Regional Education Board (SREB). Study findings included the following: (1) average faculty salaries in the UNC system were competitive with faculty salaries at other public universities regionally and nationally; (2) NCCCS average faculty salaries ($25,690) were significantly lower than salaries at other community colleges regionally ($31,511) and nationally ($36,600); (3) in comparisons with average faculty salaries in other state community college systems, North Carolina ranked 47th out of 49 systems; (4) the NCCCS had the lowest faculty salaries of the 15 southern states, with salaries $5,821 below the regional average; and (5) for 1990-91, average faculty salaries in the NCCCS were considerably lower than those of North Carolina's public school teachers ($29,276). Data tables and 8 references are included. (PAA)

Donnelly, Joseph C., Jr.
How Long Term Presidents Lead.
PUB DATE- 19 Jul 93
NOTE- 15p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (5th, Washington, DC, July 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Administrator Role; *Board Administrator Relationship; *College Administration; *College Presidents; Governing Boards; Higher Education; *Leadership Styles; Occupational Mobility

A study was conducted of the relatively small group of community college presidents who have been in their current position for 10 years or longer. The study focused on the fit of the president to the institution, the presidents' vision, the planning process, and style issues such as leadership, delegation, consensus building, and decision making. Study findings, based on profiles developed of specific college presidents who have successfully lead their institutions for a long period, included the following: (1) during the presidential selection process, the search committee and the board of trustees had very specific ideas of what they wanted in a president, and afterwards showed a great commitment to helping the president succeed; (2) the long-term presidents tended to have a vision of their institution based on deep knowledge of its traditions and dreams, and a sense of what it can accomplish; (3) the presidents were constantly promoting new ways to better achieve the mission of the institution and often involved in long-term or strategic planning; (4) the presidents stressed how much responsibility they delegated for day-to-day activities and took pride in others' accomplishments; (5) the presidents were innovative and not bound to the status quo; (6) the presidents possessed an entrepreneurial spirit and encouraged it in others; (7) the presidents worked closely with board chairs; and (8) decisions were made at the appropriate level. (AC)

ED 361 045 JC 930 428

Bourgeois, Charles S.; Gauvreau, Rejean
Customized Training for Business and Industry: The Quebec College Experience. Notes for an Address.
PUB DATE- 19 Jul 93
NOTE- 14p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (5th, Washington, DC, July 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; Community Colleges; *Continuing Education; Cooperative Programs; Foreign Countries; Higher Education; *Institutional Characteristics; Program Descriptions; *School Business Relationship; *School Community Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- *College Edouard Monpetit PQ; *Quebec

shelving, puppets, and bookcovers.) (MM)

ED 361 061 PS 021 507

Baxley, Gladys B.
Building Resiliency in Youth: Imagine the Difference.
PUB DATE- Mar 93
NOTE- 12p.; Paper was developed for the National Conference, "Imagine the Difference! Building Artistic Partnerships to Save Our Children" (Washington, DC, March 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; Child Development; Children; Creative Art; Creative Dramatics; *Drug Abuse; *Personality Traits; *Substance Abuse; *Theater Arts; Therapy; *Youth
IDENTIFIERS- *Resilience (Personality)

Research indicates that children possess four important personality characteristics and abilities which define them as resilient. These characteristics and abilities are social competence, problem solving skills, autonomy, and a sense of purpose and future. In addition, several qualities of the environment of resilient youth tend to predict positive life outcomes for such youth. These qualities include a caring and supportive relationship with another person, high family and community expectations for the youth's behavior, and opportunities to participate in meaningful activities. Drawing on a consideration of these environmental factors, this paper explores the potential link between efforts at drug abuse prevention and the creative arts which might contribute to the development of new prevention strategies to build and enhance resiliency among youth at high risk for substance abuse. For many years the creative arts have been utilized as a therapeutic and rehabilitative medium with very diverse population groups. Creative arts strategies and activities, particularly in the area of the performance arts, have been employed with a variety of groups, but especially with groups with special needs. It is proposed that artists and individuals working in substance abuse prevention work in collaboration to build resiliency among vulnerable youth in order to prevent alcohol and other drug abuse. (Contains 12 references.) (PAM)

ED 361 062 PS 021 529

Clyde, Margaret
Tertiary Students Perceptions of Male Workers in the Early Childhood Field in Australia.
PUB DATE- Apr 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Education Majors; Females; Foreign Countries; Higher Education; Males; *Preschool Education; *Preschool Teachers; *Sex Differences; *Sex Stereotypes; *Student Attitudes; Teacher Behavior; Teacher Response; Teacher Student Relationship; *Undergraduate Students
IDENTIFIERS- Australia

This Australian study examined the attitudes of preservice early of adolescents' early interactions were pregnancy planning, knowledge of infant competencies, and social support. Predictors of later interactions and home environment were social support and early interactions. (Contains 19 references.) (MM)

ED 361 080 PS 021 588

Jennings, Kay Donahue
Developmental Changes in Toddlers' Social Orientation and Affect during Mastery Play.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention Span; *Cognitive Ability; *Cognitive Development; *Mastery Learning; *Play; Preschool Education; *Toddlers
IDENTIFIERS- *Internalization; *Mastery Motivation; Mastery Task

This study explored how toddlers' increasing social sophistication and increasing ability to coordinate attention between the social and object realm are reflected in toddlers' mastery play. A total of 57 toddlers (24 boys and 33 girls from a wide range of socio-economic backgrounds) between the ages of 15 and 35 months participated in 7 mastery tasks initially presented by an adult examiner. The study examined developmental changes in three areas: (1) regulation of attention to tasks and people; (2) regulation of affect during mastery play; and (3) internalization of mastery standards. It was found that younger toddlers, as expected, required more adult prompts to maintain their task focus, but were able to coordinate their attention to objects and persons about as well as older toddlers. Younger toddlers also had more difficulty regulating negative affect to frustrations inherent in mastery tasks, although responses to failure were generally similar across age groups. Evidence of internalization of culturally defined standards for mastery, such as pride in task completion, was found for even the youngest toddlers. The results suggest greater sophistication in young toddlers' mastery play than was previously thought. (MDM)

ED 361 081 PS 021 590

Voight, Janet D.; Hans, Sydney L.
The Mothers of Adolescent Mothers: Support and Conflict in Grandmothers' Social Networks.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Black Mothers; Blacks; Child Rearing; Conflict; Early Parenthood; *Grandparents; Infants; *Parent Child Relationship; Psychological Needs; *Social Networks; *Social Support Groups; Well Being
IDENTIFIERS- African Americans; *Emotional Distress

This study examined issues related to both support and stress in

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Age Differences; Cognitive Development; *Educational Testing; Elementary Education; Elementary School Students; Foreign Countries; *Homework; Intentional Learning; Learning Motivation; Self Control; *Self Motivation; *Student Attitudes; *Student Behavior
IDENTIFIERS- Australia (Sydney)

This study investigated children's practices and ideas or perceptions about self-regulation for two particular aspects of schoolwork: completing homework and learning for a class test. Subjects were 86 Anglo children (ages 7, 9, and 11) who were interviewed about their practices and ideas concerning homework completion and test preparation. Results revealed few age differences in practices. However, an age-related shift in ideas was found, from other-regulation in 7-year-old students to self-regulation in 11-year-old students. This finding provided some evidence of a broad developmental progression in children's understanding of both the purpose of learning and their responsibility for homework. No gender differences were found on any of the issues under consideration. (MM)

ED 361 102 PS 021 659

Long Range Plan for Head Start in Virginia. Developed through Project VOICE (Vital Opportunities to Invest in Children's Excellence) Head Start Collaboration Grant.
PUB DATE- Dec 91
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; *Educational Planning; Eligibility; Enrollment; *Financial Support; Preschool Children; Preschool Education; Program Descriptions; *Program Development; Program Implementation
IDENTIFIERS- *Project Head Start; *Virginia

This document outlines long-range plans for Virginia's Head Start program. The first section provides an introduction to the Head Start program, including a program description and information on eligibility, funding, and children served. Next, Virginia's Head Start program is covered, including a program description and information on eligibility, funding, and children served. The third section gives an introduction to the Head Start Long Range Plan, including the plan's purpose and process for development, and the fourth section outlines goals and objectives of the Head Start Long Range Plan. A chart listing Head Start enrollment and funding for each locality in Virginia for 1991-1992 is included. (MM)

ED 361 103 PS 021 662

Koprowicz, Constance; Myers, John
Getting on Board: The Private Sector and Learning Readiness.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Responsibility; Early Childhood Education;

Education; *Social Cognition; Socioeconomic Status; Story Telling; Thinking Skills
IDENTIFIERS- Canada; Japan; United States

By the age of 4, children typically have separate schema for relating events in the physical world and for relating events to associated mental states. Generally, these schema cannot be coordinated until around 6 years of age, when the ability to use them together yields a structure for assigning intentionality. This intentional structure develops until by adolescence the capacity exists for interpreting personal/character traits and history. These social structures develop throughout early and middle childhood and adolescence and are subject to societal processing constraints. To determine variations in development across cultural and class lines, a comparison was undertaken of performance in story composition and identification by middle socio-economic status (SES) children in Canada, the United States, and Japan and low-SES children in North America. While little difference was found in central social structure for the middle-SES groups in the three countries, low-SES group performance on tasks measuring central intentional structure was considerably below that of the middle-SES subjects. This difference might stem from differences between middle and low SES parent language usage, with middle groups using questions to have children display known information (similar to standard classroom questioning) and treating events in a decontextualized manner, thus aiding the development of children's intentional structure. (Charts of cognitive structures, tables, and 31 references are included.) (BCY)

ED 361 122 PS 021 761

Sherwood, Charles
Retention in Grade: Lethal Lessons?
PUB DATE- 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Failure; Academic Standards; *Dropout Rate; Educational Trends; Elementary School Students; Elementary Secondary Education; *Grade Repetition; Negative Attitudes; Outcomes of Education; *Psychological Needs; Secondary School Students; *Self Concept; Self Esteem; *Student Attrition; Student Motivation

Despite a growing trend toward retention in grade of low-achieving students and apparent public support for the practice, many educators and psychologists disagree with the perception that flunking is an appropriate response to poor academic performance. Research reported in the past two decades indicates that grade-level retention produces little improvement in student achievement. Some studies presented evidence that students required to repeat a grade actually made less progress than comparable classmates who were promoted. In addition, there are many studies that demonstrate significant psychological damage to children, particularly in terms of lowered self-esteem. Still others associate an increase in the dropout level with retention in grade. In Florida, a number of approaches to improving student achievement without resorting to grade retention have been proposed. Among them are the following: (1) tutorial programs, including peer tutoring, cross-age tutoring, and adult volunteer tutoring, coordinated with classroom instruction; (2) extended basic skills programs,

1990. A Demographic and Employment Profile of Perishable Crop Farm Workers. Research Report No. 1.
SPONS. AGENCY- Department of Labor, Washington, DC. Office of Program Economics.
PUB DATE- Jul 91
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Agricultural Laborers; Agricultural Trends; *Demography; Educational Attainment; Elementary Secondary Education; *Employment Patterns; Farm Occupations; Illiteracy; Immigrants; *Labor Force; Language Proficiency; *Migrant Workers; Occupational Surveys; *Seasonal Employment
IDENTIFIERS- Immigration Reform and Control Act 1986; *National Agricultural Workers Survey

This report provides information on the characteristics and work patterns of United States agricultural workers performing seasonal agricultural services (SAS) during fiscal year 1990. SAS crops include the majority of nursery products, cash grains, field crops, and all fruits and vegetables. More than 2,000 personal interviews with SAS workers were conducted by the National Agricultural Workers Survey (NASW). Data on personal characteristics of seasonal agricultural workers include: (1) age; (2) gender; (3) marital status; (4) national origin and ethnicity; (5) the effect of the Immigration Reform and Control Act 1986 (IRCA) on legal status; (6) literacy, schooling, and English skills; (7) family residence and work-site household composition; and (8) income, assets, and use of government programs. Information on employment patterns and job characteristics include employment history and labor supply, characteristics and patterns of SAS employment, characteristics and patterns of non-SAS employment, and characteristics and patterns of nonwork periods and periods spent abroad. Regional differences in worker characteristics, job characteristics, and employment patterns are outlined. The appendix describes statistical procedures used. This report contains 41 figures, 3 tables, and 3 maps. (LP)

ED 361 141 RC 019 269

Trotter, Robert T., II
Orientation to Multicultural Health Care in Migrant Health Programs.
PUB DATE- 88
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cross Cultural Training; Cultural Awareness; Delivery Systems; Health Education; *Health Personnel; Life Style; *Migrant Health Services; Migrants; *Migrant Workers; *Migration Patterns; Physical Health; *Work Environment

This guide furnishes health care providers serving migrant and seasonal farmworkers with information to cope with the complexities of health care delivery in a multiethnic, multicultural environment. Section I provides an introduction to basic cultural concepts that influence the outcome of interactions between providers and their migrant patients. Topics include: (1) the concept of culture and how it affects

among teachers. Although research provides ample evidence of the superior social climates of small informal high schools, these schools have been presumed to have inevitable high costs and program limitations. Such deficits are inevitable only when stuck in the big bureaucracy model of education. When a school is small enough, students can be trusted with responsibility, control is not a central issue, an individualized program makes sense, and every student and teacher has a say in how the school is run. At Jefferson County (Colorado) Open High School, about 240 students control their own education by designing individual education plans that meet the school's 24 graduation expectations and 6 major experiences ("passages" to adulthood). Personal advisors and advisory groups provide support. Teachers divide their time among teaching, advising, and doing school planning and paperwork. Weekly all-school meetings are run by students and promulgate all rules. Extended field trips provide "passages" experiences. The school operates on the same funding schedule as large traditional high schools in the same county because much less overhead goes to administrators, teaching specialists, and support personnel. The leap from the bureaucratic industrial model of schooling to smaller, more personal schools is a paradigm shift that will require policymaker tolerance and support. (SV)

ED 361 160 RC 019 320

Monk, David H.
Modern Conceptions of Educational Quality and State Policy Regarding Small Schooling Units.
PUB DATE- 92
NOTE- 17p.; In: Source Book on School and District Size, Cost, and Quality; see RC 019 318.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consolidated Schools; *Educational Policy; Educational Quality; Elementary Secondary Education; Institutional Cooperation; Rural Schools; *School District Reorganization; *School District Size; *School Size; Shared Resources and Services; Small Schools; *State School District Relationship

While existing research on school and school district size is not as conclusive as policymakers might wish, it does point toward several new policy directions. Some relevant findings and recommendations are: (1) a larger school or district enrollment does not guarantee desirable results; (2) recommended school sizes have been declining over time, with recent reform efforts emphasizing the restructuring of education, local decision making and autonomy, and establishing "schools within schools" in settings where the school has been judged as too large; (3) each reorganization is highly individualistic (thus reducing the role of "expert knowledge"); (4) as measures of learning outcomes become more refined and more widely available, it becomes less important for the state to specify sizes and organizational structures for schools and districts; and (5) policymakers should remain receptive to novel approaches to reorganization, since the remaining small schools and school districts in the United States are almost without exception "hard cases" to which conventional approaches are not applicable. In place of the "all or nothing" reorganization approach typically sought by state departments of education, a range of alternative approaches has emerged. These include cooperatives and clusters that use a variety of strategies to

DNA and heredity; (2) focus on the omnipresence of DNA and show students that it can be extracted from any organism and analyzed; (3) illustrate the way that DNA is naturally manipulated by organisms; (4) focus on how humans can manipulate DNA to achieve particular objectives, using examples from DNA fingerprinting, soil organisms, and cancer; and (5) address the ethical questions that biotechnology has raised and involve students in decision-making exercises. Each lesson consists of teacher and student pages that contain background information, preparation procedures, lists of materials, answers to student questions, and additional resources. Appendices contain a glossary of 46 biotechnology terms and a list of 170 general resources. Resources include books and journal articles listed by the following topics: agriculture, aquaculture, biotechnology education, DNA fingerprinting, environmental release, ethics, medicine, patents, public understanding, and waste disposal. (MDH)

ED 361 178 SE 053 576

Peasley, Kathleen L.; And Others
Why Did We Do All This Writing and Talking If You Already Knew the Answer? The Role of the Learning Community in Constructing Understanding in an Elementary Science Class. Elementary Subjects Center, Series No. 61.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; *Constructivism (Learning); *Content Area Writing; Discourse Modes; Discussion (Teaching Technique); Elementary School Science; Elementary School Students; Grade 5; Instructional Innovation; Intermediate Grades; Knowledge Level; Norms; *Science Instruction; *Student Role; *Teacher Role; Verbal Communication; Writing Across the Curriculum
IDENTIFIERS- Social Constructivism; *Writing to Learn

During the 1980s increasing attention was paid to writing-to-learn elementary school subjects outside of traditional language arts courses. The concept of writing-to-learn in science has much in common with the concept of a science learning community premised upon a social constructivist epistemology. This paper reports on research designed to provide evidence that oral and written discourse can play an important part in student learning of science concepts. The researcher conducted research on her own teaching of 25 fifth-grade students, using a social constructivist epistemology to guide her teaching. Analysis of classroom interactions and interview data revealed that in order for students to participate in a learning community in which there is social construction of science knowledge, there needed to be a change in a number of classroom norms including those for the roles traditionally played by teacher and students, the source of authority for the knowledge learned, and the purpose of and audience for classroom talk and writing. In addition, there needed to be an opportunity for teacher and students to explore genuine questions together as members of a learning community. When a change in these norms took place, students over time were able to use their science knowledge in a flexible manner in multiple contexts across the school year, rather than in one context for purposes of a test and then forgotten. (MDH)

Teaching Guides; Water Quality; *Water Resources; Writing Across the Curriculum
IDENTIFIERS- Environmental Problems; Environmental Protection; *Padilla Bay

Estuaries are marine systems that serve as nurseries for animals, links in the migratory pathways, and habitat for a complex community of organisms. This curriculum guide intended for use at the high school level seeks to teach what estuaries are; provide opportunities to practice decision-making that affects estuaries; and encourage students to examine their behaviors that affect their estuary. Equally divided into three sections, the first section presents five chapters concerning the geology, local history, ecology, literature and arts, and human use of estuaries that serve as background information for the teacher and students. The second section presents seven activities coordinated with the assignments at the end of the chapters. The activities include taking a field trip to an estuary, conducting a plankton study, monitoring estuary water quality, keeping a marine aquarium, writing activities involving estuaries, thinking globally about estuaries, and exploring what students can do for estuary protection. The third section identifies resource materials for the class. Resources include lists of estuary ecology, protection, and literature resources; a field guide to Padilla Bay organisms; reproducible masters for use during the activities and lessons; answers to chapter questions; a glossary of 59 terms; and a bibliography of 39 references. An evaluation sheet for teachers using the guide is provided. (MDH)

ED 361 199 SE 053 608

Ingraham, Blake
Project Wild and the Dominant Western Paradigm: A Content Analysis Utilizing Deep Ecology.
PUB DATE- 90
NOTE- 272p.; M.A. Thesis, California State University, Chico.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Content Analysis; *Curriculum Guides; *Ecology; Elementary Secondary Education; *Environmental Education; Models; *Teaching Methods
IDENTIFIERS- Conceptual Frameworks; Environmental Ethic; *Project WILD

Environmental educators utilize activity guides as a primary method of diffusing environmental education material into educational settings. The most popular environmental education activity guide in use today is Project WILD. Project WILD has come under fire by various groups, especially animal rights groups. Accordingly, a content analysis study was undertaken to determine if the guide exhibits a predominantly anthropocentric versus biocentric bias. Anthropocentric perspective, linked to the "Dominant Western Paradigm," sees humans as separate and superior with respect to non-human nature. It provides other species value only as a "resource" to other humans, exhibits a strong confidence in science and technology, and has been implicated as a source of environmentally destructive attitudes. A biocentric perspective, linked to the "New Environmental Paradigm," places humans within the context of nature, extends "intrinsic value" to other species, and has been suggested as supporting more ecologically sustainable attitudes. The results of this study indicated that Dominant Western Paradigm and anthropocentric biases exist in Project WILD. Based on these analyses, recommendations have been made

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Classroom Environment; Classroom Research; Elementary Secondary Education; Group Instruction; *Science Instruction; *Sex Differences; *Student Attitudes; Student Centered Curriculum; Teaching Methods
IDENTIFIERS- *Science Attitudes; *Sentence Completion Test

Studies examining the topics of attitude and achievement, attitudes of males and females, and grade level and gender have produced a variety of inconsistent or weak results. This study investigated elements of science classrooms that are influential in forming the attitudes of students. The study used projective and cross-sex probes in two new types of measures: the projective response and the sentence-completion test. A 40 item classroom structure scale was created and given to students in 40 classrooms in grades 2, 5, 8, and 11 (n=1,084). From these classes, two student-centered and two teacher-centered classrooms were chosen and were administered the instrument "Individual and Group Attitudes Toward Science." Ten students were randomly chosen from each classroom to complete a sentence completion test. Results confirm that attitude toward science decline as students get older. The most prominent finding is that students express better attitudes toward science than they believe others hold, and better than they believe their parents hold. Teachers were most disliked in the eighth grade and in teacher-centered classrooms. (PR)

ED 361 220 SE 053 678

Scholer, Anne-Marie
Educational Histories of a Selected Group of Female Academic Biologists.
PUB DATE- Apr 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biographical Inventories; Biology; Career Guidance; College Faculty; College Science; *Females; Higher Education; *Science Education; *Scientists; Self Esteem; Sex Discrimination; *Social Support Groups

The number of women pursuing the sciences has improved since the 1970's. However, the attrition rate of females from college and graduate study of science still exceeds that of their male peers. This project uses qualitative methodology to explore the supports and coping methods which have enabled a selected group of female biologists to complete their training and to pursue an academic career. Twenty women were each interviewed once to collect educational and career histories, and to discuss sources of support and discouragements, coping methods and suggestions for improving the situation. Six subjects are new faculty, six are within two years of the tenure decision, and eight are well-established researchers. Family, peers, teachers, research advisors, and role models were cited as sources of support. Other sustaining influences are self-esteem and the rewards of teaching and experimental research. Sources of difficulty include the conflict of personal life and career, gender discrimination, the current funding crisis and the inherent frustrations of scientific research. (Author)

ED 361 221 SE 053 686

introduced in the 1970s, and strengthened in the early 1980s. Success of these measures has led to a rapid aging of the population, a marriage squeeze, charges of female infanticide, and international approbation and censure. Meanwhile, the huge momentum of the Chinese population base has continued to add 17 million persons annually; and the total is expected to top 1.3 billion by the year 2000. The growing numbers exert considerable pressure on urban areas, as well as the country's labor force, and education and health systems. Although economic development and reforms have improved life for many Chinese, there is a widening gap between residents of rural and urban areas. In addition, industrialization, combined with China's large population, are contributing to a serious deterioration of the country's natural resources. (Ten discussion questions are included, as well as 21 figures/tables/exhibits. Contains 16 references to selected readings and 63 endnotes.) (Author)

ED 361 239 SO 022 854

Mason, Peter
Independent Education in Western Europe. ISIS Document No. 34.
PUB DATE- Jan 92
NOTE- 108p.; For other ISIS reports, see SO 022 855-857.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Developed Nations; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Private Education; Private Schools
IDENTIFIERS- *Europe (West)

This study describes the legal status, aims, organization, resources, role and future prospects of the independent educational sector of each of 17 countries of Western Europe and the context in which it operates. The term "independent" schools is meant to include what traditionally have been called private schools, and also includes schools that are run by either charitable or non-profit making institutions that differ from the state system by reason of their independent status and their freedom to control their own affairs. The study also is intended to demonstrate the nature of and the reasons for the very considerable differences between independent education amongst Western European countries in the degree of freedom allowed and support given to independent schools and parents in order to ensure equality of opportunity to choose and variety of educational offerings. Individual reports are presented about the following countries: Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, The Netherlands, Portugal, Spain, The United Kingdom, Austria, Finland, Norway, Sweden, and Switzerland. (An appendix includes a list of independent school associations.) (DB)

ED 361 240 SO 022 855

Mason, Peter
Independent Education in Southern Africa. ISIS Document No. 33.
PUB DATE- May 90
NOTE- 54p.; For other ISIS reports, see SO 022 854-857.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Developed Nations; *Educational Policy; *Educational Practices; Elementary

private organizations that sponsor cultural or educational programs, or work to promote international understanding and world peace. Many of the groups center on a specific nation or area, or on a particular interest such as law, libraries, or area studies. At the end of the directory is an alphabetical listing of all the entries, a subject index that categorizes agencies and organizations according to principal fields of interest, and a list of acronyms. (DK)

ED 361 258 SO 023 239

Menton, Linda; Tamura, Eileen
A History of Hawai'i.
PUB DATE- 91
NOTE- 450p.; Accompanying "Teacher's Manual" and "Teacher's Resource Book" published as separates.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Geography Instruction; *History Instruction; Interdisciplinary Approach; Secondary Education; Social Studies; *State History; Textbooks; Thematic Approach
IDENTIFIERS- *Hawaii

This volume examines the history of the State of Hawaii. The book is organized, as most history books are, chronologically; however, it also is arranged thematically. Four aspects of Hawaiian history are divided into three time periods. Unit 1, "Precontact to 1900," addresses that era from the political, economic, social, and land perspectives. As the book explains, that period culminated in the overthrow of the monarchy in 1893. The same themes are examined in Unit 2, "1900 to 1945," and in Unit 3, "1945 to Present." Unit 2 begins with the organization of Hawaii as a U.S. territory in 1900 and concludes with the end of World War II. As its title suggests, Unit 3 examines contemporary history. The book includes listings of maps, tables, and graphs with page references, an afterword, glossary, list of references, and a detailed index. (SG)

ED 361 259 SO 023 254

Bjerstedt, Ake, Ed.
Doctoral Dissertations Related to Education for Peace and Multicultural Awareness. Peace Education Miniprints No. 43.
PUB DATE- Apr 93
NOTE- 33p.
LANGUAGE- English; German
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Doctoral Dissertations; *Educational Research; Foreign Countries; Higher Education; International Education; *Multicultural Education; *Peace
IDENTIFIERS- *Gandhi (Mahatma); Nonviolence; *Peace Education

This bibliography lists recent doctoral dissertations, written in English and German, related to peace education, multicultural education, and related topics. Dissertations from India on nonviolence, Mahatma Gandhi, and related subjects are listed in a separate appendix (with Hindi titles translated into English). (Author/DB)

ED 361 260 SO 023 255

discussing issues in an African context, the document challenges students to consider a wider, global context. Africa, with its history of colonialism, its fragile soil, its expanding population, its struggle to provide people with the basic means of existence, illustrates very starkly the development problems and choices that face the world. Each of the document's parts include a table of contents, student background information, student activities, and teacher notes. The document is designed as a potpourri of resources for teachers. Individual units stand on their own, and teachers can select the sections that most closely link with their own curricula. To help teachers use this resource, a detailed index is included in the back, along with a selected bibliography. (Author/SG)

ED 361 279 SO 023 343

Semaan, Leslie
Peru.
SPONS. AGENCY- British Columbia Teacher's Federation, Vancouver.; Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 89
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Curriculum Development; *Developing Nations; Elementary Education; Environmental Education; Foreign Countries; *Latin American History; Problem Solving; *Social Studies; Terrorism; Units of Study; War
IDENTIFIERS- Global Education; *Peru

This document examines the current difficult situation in Peru in light of its historical past. It gives students the opportunity to relate to the problems that the majority of Peruvians are facing and to see how Peru's people are working together for solutions. The text deals with contemporary issues such as the greenhouse effect, the loss of the rainforest, street children, women's issues, the cocaine connection, the guerilla movement known as the Sendero Luminoso, and the country's mass leftist movement. The text is divided into such units as "The Land and Climate"; "History"; "Rural Life"; and "Industry." The units can be duplicated and handed out to the class, used for teacher reference, or made into transparencies and shown on an overhead projector. Since the text covers a wide variety of topics, teachers can choose the subject areas on which they would like to focus. The "Activities" segment of the text corresponds directly to the textual material. The section consists of a series of questions, discussion topics, activities, and research projects. Teachers can choose from the variety of suggestions or they can adapt the ideals to their own methods. (Author/SG)

ED 361 280 SP 034 353

Kerr, Donna H.
Beyond Education: In Search of Nurture. Work in Progress Series, No. 2.
PUB DATE- Jan 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

of effective music teaching and explores exemplary elementary general music teaching. An elementary general music teacher with 23 years of experience was observed teaching sixth graders for 10 weeks of instruction and was interviewed before and after each observation. Patterns in teaching were compared to elements found in a musical composition called a fugue. The participant's teaching was represented in several phases. The first section of the compositional model began with the statement "believe in yourself" which informed the entirety of his teaching. Following this, ideas and concepts such as beliefs, representations of the content and stance, were directly stated or visible to students--ideas were manipulated and tested in various ways. The third section was a restatement of ideas from the first section, but with a focus on students. Two implications are highlighted for the potential to inform current and future research. First, studies originating from a musical context have the potential to make unique contributions to a growing body of research in teaching; and second, as a result of multiple years of experiences with students, arts educators can build upon past learning to provide essential experiences for students. (Contains approximately 60 references.) (AA)

ED 361 299 SP 034 679

Grant, Linda; And Others
Mentoring, Gender, and Careers of Academic Scientists.
PUB DATE- 16 Apr 93
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; Astronomy; Biochemistry; Career Development; Chemistry; College Faculty; Doctoral Programs; Ethnic Groups; Faculty Advisers; Higher Education; *Interpersonal Relationship; *Mentors; *Minority Groups; *Physical Sciences; Physics; Professors; Racial Bias; Sex Bias; *Sociology; Student College Relationship; *Women Faculty
IDENTIFIERS- Junior Faculty

This study explores the dynamics and effects of mentoring relationships, with particular emphasis on the experiences of women and minorities as proteges. It draws upon quantitative and qualitative data gathered from a survey of 587 academic scientists and interviews with 55 academic scientists, in 3 disciplinary areas: physics and astronomy, chemistry and biochemistry, and sociology. Results are analyzed in terms of effectiveness of mentors, access to eminent mentors, advantages and disadvantages of mentors, gender neutral themes, gender specific themes, problematic relationships, race/ethnicity-linked themes, collaboration, other mentors, and consequences of the mentoring experience. The study concludes that women and minority scientists, overall, appear to find the mentors they need for career success, have effective mentoring relationships with doctoral and postdoctoral advisers, and find other mentors when necessary. Problems in mentoring relationships include difficulty in gaining access to the eminent mentors whose sponsorship can help to jump start their careers and a series of gender-related and race-related difficulties in sustaining mentoring relationships within the academic system. (Contains 31 references.) (JDD)

Moody, Delores Richmond, Todd Teske); (7) "Accessibility: Growth of Opportunity for Individuals with Visual Impairment" (James V. Mastro); (8) "To Give Them Roots and Wings: Re-exploring Accessibility Issues for Deaf and Hard-of-Hearing Program Participants" (Ann E. Graziadei); (9) "Play in the Child Care Setting: Creating Opportunities for Preschool Children with Disabilities" (Sue C. Wortham); and (10) "Wilderness Adventure Trips" (Glenn M. Roswal, Timothy P. Winter, Tom Collier, Eric Dresser, Jill Hembree, Mark Singleton, James B. Wise). (LL)

ED 361 317 SP 034 716

Grosse, Susan J. Ed.; Thompson, Donna, Ed.
Play and Recreation for Individuals with Disabilities: Practical Pointers.
PUB DATE- 93
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aerobics; Aquatic Sports; Assistive Devices (for Disabled); *Athletics; Camping; Dance; Elementary Secondary Education; Health Promotion; *Leisure Time; Lifetime Sports; *Normalization (Handicapped); Outdoor Activities; Physical Education; Physical Education Teachers; *Physical Fitness; *Play; Preschool Education; Recreational Facilities; Safety Education; *Student Participation; Table Tennis
IDENTIFIERS- *Americans with Disabilities Act 1990; Wilderness Education Programs

This book contains practical information that reflects new developments in sports participation for individuals with disabilities. The focus is on meeting the challenges of the outdoor environment, learning through appropriate and safe play, and keeping fit through active leisure. Specifics include practical aspects of camping and outdoor programs, teaching techniques for aquatic recreation and exercise, educational play for preschool children with disabilities, modifications for play equipment, and ideas for facilitating play skills. The publication is divided into three sections. (1) "Outdoor and Adventure Recreation" includes the following articles: "Practical Aspects of Camping for Individuals with Disabilities" (Susan F. McConnell), "Aquatic Adventure Recreation" (Susan J. Grosse), "Adventure Recreation Directory" (Susan J. Gavron), and "Outdoor and Adventure Programs: Complementing Individual Education Programs and Treatment Plan Objectives" (Gary M. Robb, Editor); (2) "Play Opportunities for All" is comprised of: "Creating Leisure Opportunities for Children with Disabilities" (Claire Foret, Mary Ann Loeffler, Marcia Jean Carter), "Educational Play for Preschool Children with Disabilities" (Michael Horvat, D. Michael Malone, Teresa Deener), "Facilitating Play Skills: A Developmental Approach for Children with Disabilities" (Sally Leme), "Play Equipment" (James F. Cowart), "Project SIMPLE: Activities for Individuals with Sensory Impairments and Multihandicaps" (Lauren Lieberman), and "Table Games for Leisure and Education" (Susan J. Grosse); and (3) "Fitness and Leisure" contains: "Aerobic Dance" (Susan J. Grosse), "Water Exercise" (Sharon Burgess, Tim Davis), and "Physical Fitness Assessment: Some Questions and Answers" (Francis X. Short). (LL)

DESCRIPTORS- Action Research; Case Studies; Classroom Techniques; Course Evaluation; *Curriculum Evaluation; *Education Courses; Elementary Education; Evaluation Criteria; Foreign Countries; Higher Education; *Preservice Teacher Education; Prior Learning; *Student Attitudes; Student Experience; Student Teaching; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Preservice Teachers; *Reflection Process; Saskatchewan

The integration of theory with practice continues to be an important concept in preservice teacher education. This paper reports on findings of a study in which preservice teachers evaluated their preparation for internship course to determine how adequately they felt prepared for classroom teaching at the beginning of a 16-week practicum. Also noted are additional sources from which student teachers learned strategies for teaching and management, and the ways in which they developed reflective strategies for thinking about their teaching. Implications for practice include development of a professional development model through which some aspects of preservice and inservice teacher education can be linked. Figures and tables present frameworks for integrating theory and practice based on three epistemological traditions, and tables provide means and standard deviations for students' perceptions of their preparedness for teaching based on five areas of course content (lesson planning, unit planning, questioning and responding, classroom management, and strategies of instruction), and additional sources and strategies for acquiring more knowledge about the five main program areas. (Contains 16 references.) (LL)

ED 361 336 SP 034 760

Supon, Viola; Wolf, Pat
Tearing Down Walls To Promote Student-Generated Questions.
PUB DATE- Aug 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Elementary Secondary Education; *Learning Strategies; *Questioning Techniques; *Skill Development; *Student Responsibility; Teacher Attitudes; Teacher Student Relationship; *Thinking Skills
IDENTIFIERS- *Barriers to Implementation; Blooms Taxonomy; Teacher Centered Instruction

Despite nearly universal agreement that students need to do more, think more, and be more active in the classroom, most classrooms are still firmly teacher centered. While teachers use various questioning strategies to develop and enhance critical thinking, historically they are the generators of the questioning process. Thus, many students are never taught the skills for generating their own questions. This paper examines the factors which prevent teachers from allowing students to develop these skills and provides a framework for discussing five major walls that need conceptual blockbusting for student-generated questioning to occur in classrooms: (1) lack of understanding of taxonomies; (2) time constraints; (3) teachers' fears; (4) content coverage needs; and (5) improper modeling. Suggestions for demolishing these walls require teachers to acquire knowledge to teach the taxonomy (Bloom's Taxonomy is described as an excellent instructional tool); recognize that time is necessary to feel and work through fears; expose students to the curriculum by having them be some confounds in data collection, some threats to statistical procedures, and other issues related to external validity. For example, in 11 of 12 experiments, subjects were not randomly selected. None of the 16 experiments included a discussion of data assumptions for the statistical procedures researchers chose to use. In 8 of the 16 experiments, no information was given about the number of subjects assigned to each group. Several other issues were found that might have affected validity. In addition, none of the studies reported the effect size of significant results. Research in more natural settings is required, and further study of the compensatory effects of prior knowledge is required. Research into age differences and on the effects of prior instruction is needed. Two tables present study data. (SLD)

ED 361 356 TM 020 414

Wasney, Trudy D.
Measuring Opportunity To Learn in the Ten Schools Program.
PUB DATE- Apr 93
NOTE- 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Black Students; Educational Assessment; Educational Objectives; Elementary Education; *Elementary School Students; Equal Education; Hispanic Americans; Inner City; Multiple Choice Tests; Program Evaluation; School Districts; *Testing Programs; *Test Results; Test Use; *Urban Schools
IDENTIFIERS- African Americans; Hispanic American Students; Los Angeles Unified School District CA; Milepost Testing Program; *Opportunity to Learn; *Ten Schools Program CA

The Milepost Testing Program of the Los Angeles Unified School District (California) is described. The district's Ten Schools Program was designed as an intervention to raise student achievement in 10 historically low-achieving inner-city schools, with a minimum 60-percent African American population. The Milepost Testing Program was conceived of as an inhouse system for monitoring student progress on instructional objectives for the 10 schools. Because program success was judged by achievement score gains, planners decided on a series of short multiple-choice criterion-referenced tests, rather than the yearly norm-referenced assessment. The machine-scored tests were aligned with curriculum and measured progress toward grade level. They were useful to central office administration, principals, and teachers. Although the program was designed as an intervention for African Americans, by the third year, enrollment was increasingly Hispanic American. Bilingual coordinators began to work on Spanish versions of the Milepost tests. Because there were many components of the Ten Schools Program, it is not realistic to attribute success to any one element. The testing program was influential in raising staff awareness of academic needs and the efficacy of their own instructional methods. By the fourth year of the program, achievement scores for the cohort entering as kindergartners had surpassed the expected fifth-year goal in math by 8 percentile points and were only 13 percentile points short of the fifth-year goal in reading (SLD)

DESCRIPTORS- Academic Achievement; Adult Students; Biology; Chemistry; Comparative Testing; Educational Trends; English; *Foreign Countries; French; *Grade 12; *Graduation Requirements; High Schools; High School Seniors; Mathematics Tests; Physics; Scores; Social Studies; Standardized Tests; Testing Programs; *Test Results; Trend Analysis
IDENTIFIERS- Alberta; *Alberta Grade Twelve Diploma Examinations; *Provincial Examinations

Province-wide results from the Diploma Examinations Program of the Alberta (Canada) schools are presented for the three examinations of the entire 1991-92 school year (January, June, and August). The annual report also provides summaries of results by gender, for population subgroups, and for achievement-over-time studies. School marks, examination marks, and final marks for each course are presented. Examinations are given in English, social studies, French, mathematics, biology, chemistry, and physics. Results are given for comparison purposes for school years 1989-90 and 1990-91. In 1991-92, 24,873 students took the examination for English 30, the largest number written for any single course. Final marks in the diploma examination courses show that over 85 percent of the students achieved the acceptable standard or higher in each course. In most courses, a high percentage of students achieved the standard of excellence. Section 5 of this report presents a special study on enrollment and achievement. Results indicate that a high participation rate does not, of itself, fully account for low student achievement when it occurs. Results and comparative information are summarized in 31 figures and 36 tables. (SLD)

ED 361 375 TM 020 470

Butler-Kisber, Lynn
Action Research: Incorporating the Voices of Children.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Behavior Patterns; Educational Cooperation; Elementary Education; *Elementary School Students; *Ethnography; Foreign Countries; Grade 1; Grade 2; Grade 6; Interviews; Longitudinal Studies; *Peer Relationship; Research Design; Researchers; *Research Methodology; *Student Participation; Videotape Recordings
IDENTIFIERS- *Canada

Student participation during and subsequent to an ethnographic study of peer collaboration in a primary classroom is explored through a long-term investigation. The original study was designed to study patterns of collaboration using a variety of techniques including interviews with the children, first seen in a split grade one and grade two classroom. Interviews illustrate how capable the children were, even at a young age, of providing insight and interpretation by reflecting on classroom activities. Children were presented with the data, including videotapes, after 1 year, and when they were in grade six. Eight of the original 15 students saw the early videotapes and commented on their behavior and collaborative patterns. Results indicate that children can be excellent contributors to the research pattern even at a young age, and that videotaped data provide a wonderful way for examining events

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; College Students; Comprehension; *Data Collection; Educational Research; *Education Majors; Elementary Education; Elementary School Mathematics; Elementary School Teachers; Graphs; Higher Education; *Mathematical Concepts; Mathematical Formulas; *Models; Performance; *Research Design; Tables (Data)
IDENTIFIERS- Function Concept; *Janviers Star Model of Function Understanding; Pentagon

A pentagonal model, based on the star model of function understanding of C. Janvier (1987), is presented as a framework for the design and interpretation of research in the area of learning the concept of mathematical function. The five vertices of the pentagon correspond to five common representations of mathematical function: (1) graph; (2) table; (3) algebraic formula; (4) verbal description; and (5) situation. The 10 line segments forming the sides and diagonals of the pentagon represent translations between representations. As an example of the usefulness of the model as a framework for designing research and interpreting research data, a study of the understandings of 52 preservice elementary teachers concerning tasks involved in building and using linear mathematical models is presented. Objectives of the study were to determine if the concrete activity of data collection has a measurable effect on student performance on the model building and using tasks, and to test the usefulness of the model for framing research. Data collection activities appear to interfere with, rather than enhance, performance on these tasks. The model was found useful for framing and interpreting the research. It can be expected to be a useful aid in designing instruction. Five figures and two tables present study data. (SLD)

ED 361 394 TM 020 496

Anderson, John O.; Bachor, Dan G.
Assessment Practices in the Elementary Classroom: Perspectives of Stakeholders.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Rating; *Administrator Attitudes; *Classroom Techniques; *Educational Assessment; Elementary Education; Elementary School Students; Elementary School Teachers; Foreign Countries; Grades (Scholastic); *Parent Attitudes; Report Cards; School Surveys; *Student Attitudes; Student Evaluation; *Teacher Attitudes; Test Use
IDENTIFIERS- *British Columbia; Focus Groups Approach; Stakeholders

Assessment practices used in elementary school classrooms in British Columbia (Canada) were explored through a survey that also considered the perspectives of the people directly more prestigious occupations than does the average American. A similar lower-age hypothesis was rejected. Open-ended responses to the question "Why use boards?" were content analyzed. Hypotheses suggesting a reduction of consumption of the media television, books, telephone use, and personal letter writing were supported. Rejected were lower magazine reading, face-to-face conversations, and other on-line communication. Findings also show significant differences in the CompuServe and Prodigy systems along several of the variables mentioned above, in addition to amount of use, message rate, and family usage patterns. Seven tables present study findings. (Contains 54 references.) (SLD)

ED 360 951 IR 016 179

S. 335, the Emerging Telecommunications Technologies Act of 1993. Hearing before the Subcommittee on Communications of the Committee on Commerce, Science, and Transportation. United States Senate, One Hundred Third Congress, First Session.
PUB DATE- 17 Mar 93
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Broadcast Industry; Federal Government; Federal Legislation; *Government Role; Hearings; *Resource Allocation; *Spectroscopy; *Technological Advancement; *Telecommunications
IDENTIFIERS- Congress 103rd; Federal Communications Commission; Proposed Legislation; *Telecommunications Policy; Testimony

A hearing was held on Senate Bill 335, the Emerging Telecommunications Technologies Act of 1993, a bill that requires the federal government to transfer 200 megahertz of spectrum to the Federal Communications Commission (FCC) for new technologies. Integral to this measure, a bipartisan effort, is a provision that will allow the FCC to use competitive bidding on a trial basis to assign licenses for use of up to 30 megahertz of the spectrum. The shortage of available spectrum and the potential of new spectrum-based technologies are the catalysts for this bill. Opening statements were presented by Senators Burns, Gorton, Hollings, Inouye, and McCain. The following witnesses addressed the issues involved in the use of the spectrum and auctioning its use: (1) Robert S. Foosaner, of Fleet Call, Inc.; (2) Edward O. Fritts, of the National Association of Broadcasters; (3) Jay Kitchen, of the National Association of Business and Educational Radio; (4) Phillip C. Nelson, of the Rural Telephone Coalition; (5) Wayne Perry, of McCaw Cellular Communications, Inc.; and (6) Thomas P. Stanley, of the FCC. An appendix contains prepared statements from other associations and interested individuals. (SLD)

ED 360 952 IR 016 180

Smith, Gary R.
Estimating Computing Hardware and Software Available to Preservice Students in Metropolitan Detroit Schools.
PUB DATE- Mar 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Computer Assisted Instruction; *Courseware; *Educational Technology; *Education Majors;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; *Computer Software; *Cooperative Learning; Educational Change; *Educational Cooperation; Elementary Secondary Education; Metaphors; Models; *Teaching Methods; Technological Advancement; Writing Instruction
IDENTIFIERS- *Computer Mediated Communication; Reform Efforts

Collaboration in the classroom is a major theme of educational reform today. Electronically-supported conversation (ESC) is one way of using technology to support collaboration in the classroom. ESC offers several instructional benefits over simple spoken discourse. We describe a simple model ("two cans and a string") for how ESC could work in the classroom. A software program entitled "e-talk" implements the "two cans and a string" model. The features of the program are described, and techniques are presented to demonstrate how the program works. Several examples are provided of instructional activities based on ESC using the e-talk program. E-talk is not the first program developed for ESC; nor is ESC the only way of supporting collaborative work in the classroom through groupware. Nonetheless, the paper presents arguments for two claims. First, it is argued that ESC may provide benefits not only in teaching writing, but also in collaborative teaching in general. Second, the model underlying e-talk (i.e., "two cans and a string") is sufficiently flexible to serve as a basis for further experimentation into the uses of ESC in collaborative instruction. Four figures illustrate the discussion. (Contains 31 references.) (Author)

ED 360 972 IR 054 650

More Mysteries.
PUB DATE- 92
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Audiodisks; *Audiotape Recordings; Authors; *Blindness; *Braille; Government Libraries; Large Type Materials; Nonprint Media; *Novels; *Short Stories; *Talking Books
IDENTIFIERS- *Detective Stories; Library of Congress; *Mysteries (Literature)

This document is a guide to selected detective and mystery stories produced after the publication of the 1982 bibliography "Mysteries." All books listed are available on cassette or in braille in the network library collections provided by the National Library Service for the Blind and Physically Handicapped of the Library of Congress. In addition to this large-print edition, the bibliography is available on disc and braille formats. This edition contains approximately 700 titles available on cassette and in braille, while the disc edition lists only cassettes, and the braille edition, only braille. Books available on flexible disk are cited at the end of the annotation of the cassette version. The bibliography is divided into a Prolific Authors section, for authors with more than six titles listed, and Other Authors section, a short stories section and a section for multiple authors. Each citation contains a short summary of the plot. An order form for the cited items is included. An alphabetical index is also provided. (SLD)

Planning; Strategic Planning; *Technological Advancement; *Telecommunications; Training; User Needs (Information)
IDENTIFIERS- *Texas

In support of educational excellence and equity, the Texas Education Agency views all state public education information resources and technology as strategic assets of the education enterprise. This plan is presented in support of the goals of enhancing instruction through technology, restructuring the data processing environment for administrative purposes, and developing end-use decision support capabilities in the client community. Information resource strategies are detailed in the areas of funding, developing technology, and implementing its use. Major ongoing initiatives include: (1) decision support; (2) operational support; (3) telecommunications; and (4) technology allotment. Major new initiatives are planned in the areas of technology support for instruction and restructured operational support through technology. Training for technology users is an important aspect of the plan. Cost estimates are made for implementation through 1997. Thirteen attachments in the form of figures and charts provide supplemental information about the strategic plans. (SLD)

ED 360 993 IR 054 682

Brodmeier, Beate
Establishment of Information and Documentation Centres. A Manual.
PUB DATE- Jul 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Delivery Systems; *Documentation; Foreign Countries; *Information Centers; Information Dissemination; Information Services; Program Design; *Program Development; Program Implementation
IDENTIFIERS- Germany

Experiences gained by the Documentation Center of the German Foundation for International Development have been used to develop this manual on the establishment of information and documentation centers. Guidelines are set forth for the orientation phase of the operation, beginning with a market analysis and consultation with experts in the field. In the design phase, factors are determined that characterize the concept and efficiency of the information system of the center. Scope, target group, user needs, types of documentation, information elements, and types of services must be taken into account. Working tools in the development process include: (1) classification systems; (2) procurement regulations; (3) work sheets; (4) rule for formal (bibliographical) description; (5) indexing rules; (6) data processing rules; (7) order of call numbers/filing system; (8) storage systems; (9) instruments of control and management; and (10) contacts to other information and documentation centers. The planning of manpower and physical requirements follows, with the introductory phase of operations coming next. The introductory phase of establishing the operation is followed by a test phase. Annexes include an organizational chart, a description of tasks and activities, indicators for working time, and a description of a typical proportion of activities in a small center. (SLD)

ED 360 994 IR 054 684

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Administrator Role; *College Planning; Community Colleges; Computer Uses in Education; Educational Change; *Educational Technology; Educational Trends; Governing Boards; Instructional Innovation; Outcomes of Education; *Trustees; Two Year Colleges

The seven presentations in this collection explore the directions technology is taking, its importance to teaching and learning, and the role of two-year college trustees in realizing technology's contribution to student success. First, Norman Locksley provides a "Welcome and Overview." Next, "Technology Today: Direction for 2001," by Bob Vogt, discusses the present status and future directions of mainframe and personal computer technology; networking in the classroom, college-wide, and with other networks nationally and internationally; and the impact of educational technologies on traditional structures. In the next section, "Teaching/Learning, Today and Tomorrow," Geneva Waddell addresses the perceptions of students, teachers, and administrators about the teaching and learning changes that will take place as a result of technology, focussing on instructional technology, teacher/learner roles, and student success. Next, "Trustees," by Norman Locksley, advises trustees to set up local area networks and get computer power into the classrooms and the hands of students. The next section, "Impact and Change," by Robert Parilla, highlights some of the ways computers are being used at Montgomery College in Maryland. Next, "How To Manage Your Board's Data Flow," by Norman Locksley, discusses report development procedures used by Montgomery College trustees. Finally, "Multimedia and Video Discs: Some Studies of Interest," by Geneva Waddell, reviews studies on the outcomes of instructional technology use. (PAA)

ED 361 011 JC 930 372

Platt, Gail M.
Necessary, but Insufficient: The Learning Center's 1992-93 Annual Report.
PUB DATE- May 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Ancillary School Services; Basic Skills; Community Colleges; *High Risk Students; Independent Study; Outcomes of Education; Program Descriptions; Program Evaluation; Remedial Instruction; *Remedial Programs; *Remedial Reading; School Orientation; Skill Development; Standardized Tests; Student Characteristics; *Tutorial Programs; Two Year Colleges; Two Year College Students
IDENTIFIERS- South Plains College TX

The Learning Center (LC) at South Plains College (SPC), in Texas, offers remedial reading instruction, college-level reading and human development, Success Seminars, orientation services, tutoring, and independent study for academic skills development. The center, which has the most successful remedial reading program in the state, combines the following four elements: a talented, dedicated, and dynamic faculty; students of all kinds; instructional support (including facilities, equipment, materials, supplies, and administration); and an administrative commitment to evaluate programs and services and to document effectiveness. All center faculty possess master's

ED 361 028 JC 930 407

Administrator/Non-Teaching Professionals Survey, 1990-1991. Faculty/Staff Research Project.
PUB DATE- Dec 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Community Colleges; *Employer Attitudes; *Occupational Surveys; *Personnel Needs; Personnel Selection; School Personnel; Staff Development; State Surveys; Two Year Colleges
IDENTIFIERS- *North Carolina

A survey was conducted within the North Carolina Community College System to assess the occurrence of multiple roles among administrative and professional non-teaching staff due to budget constraints; measure the effects of performing these multiple roles; determine the extent and types of difficulties that the state's community colleges are experiencing in hiring and retaining qualified faculty, staff, and administrators; and provide data to support planning. The survey instrument was distributed to 1,002 community college personnel, and responses were received from 334 senior administrators, 310 other administrators, and 325 non-teaching professionals, yielding a response rate of 96.7%. Study findings included the following: (1) more than 65% of the respondents indicated that, due to budget constraints, they had been assigned one or more additional responsibilities not traditionally associated with their position; (2) senior administrators were more likely to report multiple roles (72.2%) than other administrators and non-teaching professionals; (3) patterns of multiple roles were found across most community colleges regardless of size, program offerings, or location; (4) a majority of community colleges in North Carolina have experienced a stable or increasing number of vacant positions; (5) 78.8% of the respondents indicated that the quality of job applicants had remained the same or increased; (6) the majority of the respondents indicated no difficulty in hiring their first (66.4%) or second (88.8%) choice applicant; (7) most respondents indicated no change or a decrease in their college's success in hiring minorities; (8) secretarial/clerical positions were cited as the most difficult positions to fill; and (9) respondents from all 58 colleges indicated that "low salary" was the main reason applicants declined job offers. (MAB)

ED 361 029 JC 930 408

North Carolina Community Colleges. Annual Financial Report, 1991-1992.
PUB DATE- 92
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *Community Colleges; Costs; *Educational Finance; *Expenditure per Student; *Expenditures; Full State Funding; Full Time Equivalency; Instructional Student Costs; Noninstructional Student Costs; Program Budgeting; *Program Costs; School Funds; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

Comprised primarily of data tables and charts, this report

College Edouard-Monpetit (CEM) is the largest French-language college in Quebec. Its student body consists of 4,000 full-time students in pre-university programs, 3,000 full-time students in technical programs, and 11,500 part-time students in continuing education. CEM has two main campuses, offering four pre-university and 15 technical programs, a Business Resource Center, and a Computer Aided Design/Computer Aided Manufacturing Training Center. A true community college, CEM provides a variety of services to the surrounding region, including a sports center, library, dental hygiene and eye care clinics, and a center for performing arts. The college has been active in cooperative training and consulting activities with various international organizations and institutions in such countries as Cameroon, Senegal, India, China, and South East Asia. The continuing education department of the Longueuil Campus offers both credit and non-credit pre-university and technical programs. Three of the colleges most recent projects are: (1) involvement in the Canadian Network for Total Quality, designed to help Canadian business become more competitive on international markets; (2) a competency-based training program for Bell Canada's network managers; and (3) a province-wide training network of 13 colleges which offers microcomputer services and training. The National Institute of Aeronautics (NIA) is CEM's second main campus, and one of 12 Canadian institutes of technology that offer training programs in aerospace and aeronautics. NIA offers three full programs in aviation technology: Avionics, Aircraft Maintenance, and Aircraft Construction. NIA's continuing education department offers both credit and non-credit aeronautics programs, and services such as consulting and quality accreditation. An introductory section covers the state of the Canadian economy, provides an overview of Quebec's educational system, describes the province's college network and its most distinctive features, and explains the organization of college-level education. (MAB)

ED 361 046 JC 930 429

Cooke, Brian P.
Reinventing Teaching and Testing: Quality Learning for Quality Employment.
PUB DATE- 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Community Colleges; Educational Change; *Educational Testing; *Education Work Relationship; *Employment Qualifications; Outcomes of Education; Program Descriptions; Self Esteem; Teaching Methods; *Teamwork; Two Year Colleges; Two Year College Students; *Work Attitudes
IDENTIFIERS- Santa Fe Community College NM

To succeed in today's competitive global markets, organizations are hiring responsible problem solvers and collaborative "associates" who improve productivity, assure quality service, and contribute creatively. These organizations demand employees who are skilled at learning to learn, listening, communicating, problem solving, teamwork, and leadership. The dramatic shift in the way employers conduct business demands the concurrent redesign of antiquated teaching and testing emphases in colleges. Teachers committed to preparing students for professional and vocational opportunities must share employers' childhood teachers toward their male colleagues working in child care centers or preschool kindergartens. The study also investigated differences in perspectives between new students and graduating students, and whether students enrolled in child care courses held views different from those of students enrolled in preschool courses. Subjects were 100 female students from each of the diploma courses in child care and preschool teaching at a tertiary institution, surveyed on their first day of their 3-year course, and an additional 100 female students surveyed on the last day of their course. Students completed a questionnaire in which they described how they thought three fictional early childhood workers (one male, one female, and one androgynous worker called "Chris," a male in whom male and female sex role behaviors were equally balanced) would respond to four typical classroom experiences. Students also responded to specific questions relating to their perceptions of the vocational aspirations of these three characters. Results indicated that over half of the students in both groups perceived that males and females would respond differently to the classroom situations. The majority of students also perceived males as working for shorter periods of time in the early childhood field. (MM)

ED 361 063 PS 021 545

Hagekull, Berit; Bohlin, Gunilla
Quality of Care and Problem Behaviors in Early Childhood.
PUB DATE- Mar 93
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Behavior Problems; *Child Behavior; *Classroom Environment; Day Care; *Day Care Effects; Emotional Development; *Family Environment; Foreign Countries; Interpersonal Competence; Longitudinal Studies; *Preschool Children; Preschool Education; Social Development
IDENTIFIERS- Sweden

This longitudinal study examined the relationship of care quality in children's homes and external day care settings to children's emotional expressions and to problem and competence behaviors. Subjects were 123 children (63 males, 60 females) mostly from middle-class Swedish families. When children were 29 months old, data about quality of care and child emotional expressions were collected in the home and day care environments. The care quality observational protocol and a supplementing interview with the mother and the external caregiver were based on the HOME instrument. When children were 4 years old, maternal, paternal, and child group leaders' ratings of externalized and internalized behavior problems were obtained in the Behar and Stringfield Preschool Behavior Questionnaire. Results showed that externalizing behaviors were related to home quality; internalizing behaviors and positive behaviors were related to quality in both settings. In general, high quality contributed to fewer problems and more positive behaviors. A low level of stimulation in the home and a high child-to-adult ratio in external care were related to more peer competence. (MM)

ED 361 064 PS 021 548

the social networks of mothers of adolescent parents. Specifically, it examined who provides support or causes stress for grandmothers, as well as what types of support and stress, and investigated how the characteristics of the grandmothers' social networks affect their psychological well-being and the quality of their interaction with their grandchildren. Subjects were 18 urban low-income African-American families that included an adolescent mother, a 12-month-old infant, and a maternal grandmother. Grandmothers were interviewed and videotaped with the infants. Measures included an assessment of the grandmothers' social networks, an assessment of psychological symptomology (in which women rated how frequently they had experienced specific psychological symptoms), a measure of parenting satisfaction; and a behavior rating of grandmother-infant interaction. Results showed that interpersonal conflict experienced by the grandmothers with their daughters and others had a negative impact on the psychological well-being and parenting by the grandmothers. Data suggested a highly intercorrelated subset of variables: number of network members providing conflict; lack of satisfaction with support; increased psychiatric symptoms; and angry or unresponsive parenting by the grandmother. (Contains 20 references.) (MM)

ED 361 082 PS 021 591

Keller, Monika; Schmid, Christine
Structure and Content in Socio-Moral Reasoning.
PUB DATE- Mar 93
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Cognitive Development; *Developmental Stages; Foreign Countries; Longitudinal Studies; *Moral Development; *Preadolescents; Thinking Skills
IDENTIFIERS- Moral Behavior; *Moral Reasoning; *Social Reasoning

This longitudinal study analyzed the relationship between structure and content of socio-moral reasoning. Using a system that defines independently the cognitive organizational and content aspects of socio-moral reasoning, the study examined whether persons at different developmental levels make use of different content categories, and whether the thematic context of reasoning provides an additional source of variation for content. Reasoning about moral obligations and interpersonal responsibilities was assessed in 97 subjects (45 females, 52 male) successively at the ages of 9, 12, and 15 years. Subjects were interviewed extensively about a conflict based on Selman's (1980) friendship dilemma, in which the protagonist has promised to meet the best friend at a certain time, but later receives an attractive invitation from a third child who has recently moved to the neighborhood. In the interview, the perspectives of the persons involved in the dilemma were reconstructed. Upon analysis of the interviews, subjects were grouped according to three developmental levels. Data demonstrated the empirical interaction of developmental level, content, and topic. Analyses revealed that at the lowest level, subjects already had available to them reasons that refer to moral obligations and interpersonal responsibilities, in both practical and moral reasoning. This result supports the idea that children have a genuine interpersonal and moral

*Learning Readiness; *Private Sector; Program Descriptions; *School Business Relationship; State Government; *State Programs
IDENTIFIERS- *Business Role; National Education Goals 1990; State Legislators

Developed by the Women's NETWORK, a group representing women serving in state legislatures in the United States, this report examines how the private sector is involved in promoting learning readiness at the preschool level. The report begins with an introduction and a discussion of the importance of learning readiness as a national goal. The changing nature of private involvement in learning readiness is examined, and several programs sponsored by private sector employers are described, including programs developed by Honeywell, Kodak, American Bankers Insurance Group, and Texas Instruments. The report then describes several examples of states that are supporting learning readiness activities as well as school and business partnerships. Implications for state legislators are outlined in the concluding section of the report, which urges state legislators to sponsor programs that foster learning readiness and encourage private sector involvement in this area. (MM)

ED 361 104 PS 021 668

Thompson, Debra S.
The Promotion of Gross and Fine Motor Development for Infants and Toddlers: Developmentally Appropriate Activities for Parents and Teachers.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Groups; Child Development; Cognitive Development; Developmental Tasks; Guides; *Infants; *Learning Activities; *Motor Development; Movement Education; Parent Role; Play; Preschool Education; *Skill Development; *Toddlers
IDENTIFIERS- Developmentally Appropriate Programs

In recognition of the close relationship between motor skill and cognitive development in the first 2 years of life, this guide presents 78 developmentally appropriate activities that parents and teachers can use to enhance infant and toddler motor development. Activities are categorized by age group as follows: (1) 16 activities for newborn to 5-month-old infants (sample activities include: texture pictures, cooing together, colors and movement, people pictures, everyday singing, side to side eye movement); (2) 12 activities for 5-month to 9-month-old infants (sample activities include: peek-a-boo pictures, pulling strings, hide and seek, patting pans); (3) 13 activities for 9-month to 12-month-old infants (sample activities include: sprays of color, jack-in-the-box, reaching ribbon, sound identification); (4) 21 activities for 12-month to 18-month-old young toddlers (sample activities include: naming others, surprise board, bug jar, train pull, squeeze toys); and (5) 16 activities for older toddlers, aged 18 to 24 months (sample activities include naming game, carry on, pour and fill, block drop, ring around the animal). For each activity, the ability the child will be developing is identified and a brief description of procedures is provided. (BCY) which eliminate "non-essentials" from the student day, with the additional time being applied to reading, writing, and mathematics; (3) cooperative learning programs; (4) extended-year programs, achieved in Florida because of funding constraints through summer school; and (5) individualized instruction through such technologies as interactive video, word processing, and story starters. (Contains 36 references.) (AC)

ED 361 123 PS 021 765

Edgar, Eugene; And Others
Head Start Research Project: Variations in Service Delivery Models in Region X. Condensed Report.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Sep 92
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Comparative Analysis; *Delivery Systems; *Family Environment; Family School Relationship; Home Instruction; Home Programs; Home Visits; Kindergarten; Longitudinal Studies; *Outcomes of Education; Parent Attitudes; *Preschool Education; Pretests Posttests; Program Effectiveness; Student Development; Teaching Methods; Young Children
IDENTIFIERS- Home Based Programs; *Project Head Start

A 2-year study was conducted to determine whether service delivery variables in Head Start programs have a direct, positive effect on child performance and home environment. The study sample of 402 four-year-old children was drawn from 12 Head Start programs in Oregon, Washington, and Idaho. The centers represented three types of models: traditional center-based programs, home-based programs, and three different combination center- and home-based programs. Outcomes were measured using a variety of behavioral, developmental, and psychometric scales for children; kindergarten records; interviews with parents; home observations; and parent measures on locus of control, beliefs about child behavior, and social support. Study findings included the following: (1) at the end of the Head Start year (Year 1), the combination models achieved equivalent outcomes as the center- or home-based models; (2) after Year 1, neither the number of center nor home visits was associated with child performance gains; (3) at the end of years 1 and 2 (the kindergarten year), there were no significant differences among the models in improvements in the home environment; however the home-based programs consistently achieved higher scores on measures of home environment; (4) there was no relationship between improvements in the home environment and gains in child performance; and (5) after Year 1, programs within similar models produced different child performance gains, but after Year 2, similar programs produced equivalent gains. (AC)

ED 361 124 PS 021 801

National Education Commission on Time and Learning Annual Report, Fiscal Year 1992.
PUB DATE- 31 Mar 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

behavior and views of reality; (2) how culture, shared reality, and ethnocentrism affect the delivery of health care services; (3) the importance of language and communication in forming the basis for effective health care; (4) demonstrating respect for cultures and individuals through our behaviors; and (5) the responsibilities of health care providers to involve the family, utilize the whole migrant health care team, and avoid stereotyping. Section II describes the three major migrant streams (East Coast, Midwest, and West Coast), each having a unique character that affects health conditions and the delivery of health care. This section also provides background information on the migration cycle and the migrant lifestyle, including poor living and working conditions, effects of pesticides exposure, lack of field sanitation, lack of labor benefits, and home health care and folk medicines. Section III details the health characteristics of the migrant population including common and uncommon health problems, barriers to treatment, health education needs, continuity of care, and quality of care. A list of 19 recommended readings is included. (LP)

ED 361 142 RC 019 275

Project SMART (Summer Migrants Access Resources through Technology).
PUB DATE- 93
NOTE- 66p.; Paper presented at the National Conference on Migrant and Seasonal Farmworkers (Denver, CO, May 9-13, 1993). Copies of regional maps are illegible due to small/filled print.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credits; *Distance Education; Educational Technology; Elementary Secondary Education; *Mathematics Instruction; *Migrant Education; *Problem Solving; *Summer Programs; Supplementary Education
IDENTIFIERS- *SMART Project TX; *Texas

The SMART (Summer Migrants Access Resources through Technology) project provides Texas migrant students with supplemental instruction using a multi-media, nontraditional approach. Migrant students who remain in Texas during the summer are taught in their homes or other sites via televised instruction with additional instructional support from locally employed facilitators. Texas migrant students living temporarily out of state may also access the programs. Instruction focuses on problem solving within a developmental context at the early elementary level, problem solving in mathematics at elementary and middle-school levels, and personal finance through a credit course at the high school level. This document covers project goals and rationale, course descriptions, programming schedules, maps of regional education service centers and numbers of students served in the regions, a list of central-stream distance learning project sites, and a workshop guide on distance education. The workshop guide includes: (1) a chart comparing the advantages and disadvantages of different technologies; (2) a narrative describing issues in distance education and the use of distance education to deliver Chapter I services; (3) a glossary of terms; (4) a list of resources; (5) a "test" on perceptions of distance education; and (6) transparency masters. (KS)

ED 361 143 RC 019 277

cooperate across organizational boundaries, locally designed partial or gradual reorganizations, and cross-function reorganizations in which a single administrative structure oversees all rural community services (including education). (SV)

ED 361 161 RC 019 321

Nachtigal, Paul
Remapping the Terrain: School Size, Cost, and Quality.
PUB DATE- 92
NOTE- 20p.; In: Source Book on School and District Size, Cost, and Quality, see RC 019 318.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Development; Consolidated Schools; *Cost Effectiveness; Educational Quality; Elementary Secondary Education; Rural Areas; Rural Development; *Rural Education; Rural Schools; School Closing; *School Community Relationship; *School Size; Shared Resources and Services
IDENTIFIERS- Cluster Schools; *Community Viability

The usual opposing perspectives on the school-size debate focus on economies of scale and school climate. This paper examines school size, educational cost, and quality from a third perspective, that of maintaining healthy viable communities. Rural schools and rural communities are tightly linked and highly interdependent. The school is one of the largest economic enterprises in many rural communities and is often the only viable public service agency. Nevertheless, for many rural communities, public education becomes a one-way flow of resources as educated young people leave to find employment elsewhere. Eventually, the community withers and dies. It is apparent that rural education must be redesigned to be of high quality and yet not extractive of human resources in support of the urban labor force, and that the notion of educational cost effectiveness must be recast in terms that include community development. One approach to involving schools in community development is to use the community as a focus of study. The local environment becomes a part of the school curriculum, a laboratory for learning about the real world. At the same time, student projects may return immediate benefits to the community. With this approach, "costs" become investments in the community's future. Where larger numbers would produce economies of scale, these economies can be realized by forming clusters of schools to share resources. The different educational functions of the school district may be separated and reorganized to increase efficiency. An appendix gives examples of clustering. (SV)

ED 361 162 RC 019 322

Ramirez, Al
Size, Cost, and Quality of Schools and School Districts: A Question of Context.
PUB DATE- 92
NOTE- 23p.; In: Source Book on School and District Size, Cost, and Quality, see RC 019 318.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consolidated Schools; *Context Effect; Educational

ED 361 179 SE 053 577

Science, Mathematics, and Engineering Education. Joint Hearing before the Committee on Science, Space, and Technology and the Committee on Education and Labor. U.S. House of Representatives, One Hundred Second Congress, Second Session.
PUB DATE- 27 Feb 92
NOTE- 132p.; Serial No. 102-94 (Committee on Education and Labor).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cooperation; *Educational Improvement; Elementary Secondary Education; *Engineering Education; Excellence in Education; Federal Aid; *Federal Government; Federal Programs; Government Role; Hearings; Higher Education; *Mathematics Education; *Science Education; Teacher Education
IDENTIFIERS- *America 2000; Congress 102nd; Department of Education; National Aeronautics and Space Administration; National Science Foundation

This joint congressional committee hearing focuses on attaining the educational goal of making the United States children first in mathematics and science by the year 2000 as proposed by the President's "America 2000" plan. Witnesses representing the Office of Science and Technology Policy, the National Aeronautics and Space Administration, the National Science Foundation, and the Department of Education were received. Testimony addressed the roles played by government agencies in coordinating interagency efforts to achieve the national goals for mathematics and science education and gave examples of activities engaged in by the above mentioned agencies in order to reach those goals. Complete texts of the witness' testimony and other speakers is included. (MDH)

ED 361 180 SE 053 581

Yates, Billy Charles; And Others
The Reality of the Earth Science Classroom.
PUB DATE- 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Uses in Education; *Earth Science; Environmental Education; Geology; High Schools; High School Students; Junior High Schools; Junior High School Students; Middle Schools; School Surveys; Science Curriculum; *Science Instruction; *Science Teachers; Secondary School Teachers; Student Characteristics; *Teacher Attitudes; *Teacher Behavior; Teaching Methods
IDENTIFIERS- *Kansas; Middle School Students

A 1991 survey of Kansas earth science teachers provides findings concerning earth science students, earth science teachers, and some current practices in earth science instruction. Generally students take earth science in seventh, eighth, or ninth grade. About two-thirds of the students taking earth science do so at the ninth grade level. The course is the designated or required course at that grade level, or is elected at the high school level to meet a graduation requirement in the sciences. It is presumed that the majority taking earth science at the high school level are not science-oriented students. The typical teacher of earth science has 12 or more years of teaching experience, and possesses the bachelors degree only. Nearly three-fourths have two or more different class preparations.

for altering the content of Project WILD. Contains 140 references. (Author)

ED 361 200 SE 053 609

Cromwell, Mare; And Others
Investigating Streams and Rivers. An Interdisciplinary Curriculum Guide for Use with Mitchell and Stapp's "Field Manual for Water Quality Monitoring."
PUB DATE- 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Curriculum Guides; *Decision Making; *Environmental Education; History; *Integrated Activities; Integrated Curriculum; Interdisciplinary Approach; Problem Solving; Secondary Education; Secondary School Students; Student Projects; *Water Quality; *Water Resources
IDENTIFIERS- Environmental Issues; Problem Identification; *Rivers; *Science Process Skills; Streams

This guide contains 12 activities designed to encourage secondary school student inquiry, investigation, and action regarding local streams and rivers. The activities are sequential and organized into three topic areas. The first section consists of three activities that help orient students to their local watercourse. Students map a local watershed, explore a nearby river, and learn about the history of the river by interviewing local people. Two activities in the second section describe how to evaluate a variety of water quality parameters through field testing. The third section contains seven problem solving activities involving information gathered in the previous activities. Students identify problems, develop future goals, select an issue to address, contact organizations and decision makers related to the issue, develop an action plan, carry out the plan, and evaluate their action project. Suggestions are included for using computer networks to enhance students understanding. Appendices contain a teacher evaluation form and a case study of student action for use in Activity 10. (MDH)

ED 361 201 SE 053 610

Bosak, Susan V.; And Others
Science Is...A Sourcebook of Fascinating Facts, Projects and Activities. Second Edition.
PUB DATE- 91
NOTE- 515p.; Co-published by Scholastic Canada, Ltd., Ontario Canada, and The Communication Project, Ontario, Canada.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Biology; Botany; Earth Science; *Elementary School Science; Elementary Secondary Education; Environment; Matter; Meteorology; Minerals; Physical Sciences; *Science Activities; *Science Experiments; *Science Instruction; Secondary School Science
IDENTIFIERS- *Hands on Science; Science Process Skills

This book helps teachers fulfill curriculum requirements by building both science content and process skills through hands-on exploration. Ten broad subject areas are covered: (1) Discovering Science, (2) Matter and Energy, (3) Humans, (4) The

Sheehan, Kathryn; Waidner, Mary
Earth Child: Games, Stories, Activities, Experiments & Ideas about Living Lightly on Planet Earth.
PUB DATE- 91
NOTE- 327p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Attitudes; Childrens Literature; Cultural Activities; Decision Making; Dinosaurs; *Ecology; Educational Games; Elementary Education; Endangered Species; *Environmental Education; Holidays; *Holistic Approach; Interpersonal Communication; *Learning Activities; Plants (Botany); Preschool Education; Science Experiments; Solar Energy; Trees; Water Pollution; Water Resources
IDENTIFIERS- Earth; *Environmental Awareness; Extinction (Species); Gardens; Hands On Experience

This book is a collection of activities, stories, ideas, and games designed to help adults and young children develop a shared awareness of their environment. The material is presented in eight chapters. Activities and stories are interwoven throughout each chapter to provide a holistic view of the topic covered. The end of each chapter contains lists of books to be shared with children and resources for parents and teachers. Topics covered in the chapters include: (1) the sun and solar energy; (2) earth celebrations throughout the year; (3) plant growth and gardening; (4) trees; (5) water resources and water pollution; (6) Earth ecology awareness; (7) dinosaurs and today's endangered species; and (8) children's attitudes toward the environment. An epilogue provides suggestions to foster understanding between the family and the classroom concerning global problems. Contains an index of terms. (MDH)

ED 361 222 SE 053 700

Mitchell, Grace, Ed.
Who's Who in Environmental Education: A Directory of Organizations and Agencies. Premier Edition.
SPONS. AGENCY- Canada Employment and Immigration Commission, Ottawa (Ontario).
PUB DATE- 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Directories; *Educational Resources; Education Service Centers; Elementary Secondary Education; *Environmental Education; Foreign Countries; Organizations (Groups); Postsecondary Education; *Private Agencies; *Professional Associations; *Public Agencies
IDENTIFIERS- *Canada; Environmental Issues

There are hundreds of organizations in Canada providing environmental services ranging from making public presentations and designing educational resources to providing post-secondary degree programs. This directory is an attempt to disseminate information about those organizations by providing detailed, accessible information about over 350 organizations and agencies that offer such services and programs. Each organizational listing includes: (1) name, address, and phone numbers; (2) purpose and aims of the organization; (3) type classification, structure, and membership information about the

Secondary Education; Foreign Countries; *Private Education; Private Schools
IDENTIFIERS- Botswana; Malawi; *South Africa; Zambia; *Zimbabwe

This study describes the legal status, aims, organization, resources, role and future prospects of the independent educational sector in five Southern African countries and the context in which it operates. The term "independent" schools is meant to include what traditionally have been called private schools, and also includes schools that are run by either charitable or non-profit making institutions that differ from the state system by reason of their independent status and their freedom to control their own affairs. Much of the report is devoted to independent education in the country of South Africa. This information is organized into six chapters: (1) "The Historical Development of the Educational System"; (2) "The Origins and Development of the English-based System of Private Schools"; (3) "Statistics"; (4) "The Constitutional and Legal Background: Rights and Controls"; (5) "The Variety of Private Schools and Their Co-ordinating Bodies"; and (6) "The Status and Future of Independent Education." Similar information is presented, in a briefer form, about independent education in Zimbabwe. A brief note also is included about the small number of independent schools that exist in Zambia, Botswana, and Malawi. (A list of private school associations is appended.) (DB)

ED 361 241 SO 022 856

Mason, Peter
Private Education in the USA and Canada. ISIS Document No. 26.
PUB DATE- May 85
NOTE- 51p.; For other ISIS reports, see SO 022 854-857.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Developed Nations; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Private Education; Private Schools
IDENTIFIERS- *Canada

This comparative study of private education in the United States and Canada discusses each country's national background, historical development of education, the legal and constitutional position of the private sector, statistical information on schools and pupils, the variety of private schools, and the status of and future prospects for private schools. The section that focuses on the United States includes information on the relationships of the federal and state governments with private schools. The section on Canada includes information about the provinces and private schools. The study illustrates two main points. The first is the strength and universality of conviction in the western world about the importance of freedom of choice in education as a cornerstone in the fabric of pluralistic democracies and of an increased awareness that equality of opportunity and choice must involve some kind of public subsidy for private education. The second point is that, despite this common ground, the role and status of each private sector is the product of its particular environment. (DB)

ED 361 242 SO 022 857

Mason, Peter
Private Education in Australia and New Zealand. ISIS Document No.

Wessels, Michael G.
Building a Sustainable World: Technology, Values, and Social Choices. Peace Education Miniprints No. 41.
PUB DATE- Feb 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Current Events; *Environment; Foreign Countries; Futures (of Society); Higher Education; *Social Change; Social Problems; Technological Advancement; *World Affairs

Planetary life support systems are at risk, and clean air, unpolluted water, and arable land are increasingly scarce. Environmental problems such as ozone depletion and the threat of global warming transcend national boundaries and confront our species with fundamental questions about survival, quality of life, and responsibility to future generations. The purpose of this paper is to give an overview of the ecological crisis and to discuss the role of technology in the evolution, management, and correction of the crisis. It is suggested that what is needed to correct environmental problems is nothing less than a large scale transformation, including changes in institutions, norms, social practices, values, and lifestyles. Contains 39 references. (Author/DB)

ED 361 261 SO 023 256

Fulbright-Hays Seminars Abroad Program 1992: Morocco and Tunisia. Final Projects.
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 93
NOTE- 294p.; "Hays" is misspelled "Hayes" several times in the document. Some material may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Foreign Culture; *Instructional Materials; *Teacher Developed Materials; Teacher Education Programs
IDENTIFIERS- Fulbright Hays Seminars Abroad Program; *Morocco; *Tunisia

The projects described in this document were submitted by U.S. teachers who spent time in Morocco and Tunisia as part of the 1992 Fulbright-Hays Seminars Abroad Program. The following are among the titles of the projects included: "Formal Education in Rural Morocco: Problems and Constraints" (Victoria Baker); "Continuity and Change in Morocco and Tunisia" (Elizabeth DeMarco); "Geography of Religion in the Maghreb" (Robert Stoddard); and "Comparative Politics: Islam and the Modern World" (George Tolles). Some of the materials are written in French. (DB)

ED 361 262 SO 023 257

Potoker, Elaine S.; Taylor, H. Gene
Global Economics: A Multi-Media Resource Packet.
PUB DATE- 93
NOTE- 23p.; Paper presented the the Annual Meeting of the American Forum (Indianapolis, IN, June 5, 1993).
LANGUAGE- English

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Context; *Educational Philosophy; Educational Policy; Elementary Secondary Education; Higher Education; Individual Development; Individualism; Institutional Characteristics; *Institutional Role; Moral Values; *Role of Education; *Student Development

Institutional solutions to basic questions regarding education cannot be effective, as institutional solutions to problems apply to classes of people, not to individuals. The stories of selves cannot be nurtured by institutions whose purposes are to use people to achieve "greater" ends such as international economic competitiveness. Educational issues regarding the nurture of persons or selves can be addressed only in a culture of nurture. To understand what the role of institutions could be in the nurture of selves, a theory of nurture is required. The outline of a theory of nurture is sketched, principally from work in cross-cultural psychology and moral theory. Three suborganizations of the psyche are discussed: the familial, relational self; the individualized self; and the spiritual or transformational self. The nurture of selves suggests a far richer range of considerations and policy contexts than has historically been captured in talk of education. Public policy that will robustly encourage life in family and community is urgently needed. (Contains 16 references.) (JDD)

ED 361 281 SP 034 354

Goodlad, John I.
Toward Educative Communities and Tomorrow's Teachers. Work in Progress Series, No. 1.
PUB DATE- Nov 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; *Educational Responsibility; Elementary School Teachers; Elementary Secondary Education; Higher Education; Institutional Mission; *Preservice Teacher Education; *Role of Education; School Responsibility; *School Role; Secondary School Teachers; Sociocultural Patterns; *Systems Approach; Teacher Education Programs; *Teacher Educator Education

This paper addresses, from an ecological perspective, the idea that a system of education includes much more than schools, encompassing such elements as families, day-care centers, peer groups, television broadcasters, and workplaces. At the core of such an educational system are educative communities, of which schools are an important part. If education is to take place in settings in addition to schools, it is necessary to clarify what schooling--the setting specifically charged with educating--can uniquely do. If schools are to perform their unique function well, both schools and the other agencies and institutions in the community must be sensitive to the ways in which functions best done elsewhere intrude on schools. These other agencies and institutions must become acutely aware of their educative roles so as to perform them wittingly. Teacher education programs must ensure that prospective teachers acquire the literacy and critical-thinking abilities associated with the concept of an educated person and that they become teachers who inquire into both knowledge and its teaching. Tomorrow's teachers must be equipped for both moral stewardship of schools and responsible participation in a community

ED 361 300 SP 034 680

Fellows, Nancy J.
The Importance of Reading, Writing and Talking in Preservice Teachers' Thinking Changes.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Cognitive Restructuring; Course Content; *Discovery Processes; *Educational Psychology; Elementary Secondary Education; Group Discussion; Higher Education; Instruction; Outcomes of Education; *Preservice Teacher Education; Questioning Techniques; Student Attitudes; Student Experience; *Teaching Methods; *Writing (Composition); Writing Across the Curriculum; Writing Exercises
IDENTIFIERS- Preservice Teachers

This study examined the effect of an experimental educational psychology course on preservice teachers' ideas about teaching. The experimental course immersed students in writing as a response to reading, writing to reflect on previous beliefs, and a teaching model to help students question their experiences and beliefs founded in previous school experience. The study investigated whether 20 preservice teachers would change their conceptions and attitudes about the importance of reading and writing across curriculum subject matter when immersed in a preservice 16-week course where writing to make sense and reflect, and talking, were central to their learning experiences. A pretest on attitudes and conceptions about the importance of reading, writing, and talking as a learning tool revealed no significant differences between subjects and controls. Writing samples prepared during the course indicated that, in a theoretical framework of teacher development, most students were at the first and second stages, "Naive Empiricism" and "Everyday Behaviorism." Students were generally positive about the importance of the writing and peer interaction, but these components did not show up in students' descriptions of a "good class." Experimental students reported that their ideas about how writing can transform thinking were more positive as a result of the immersion program. (Contains 30 references.) (JDD)

ED 361 301 SP 034 681

Northfield, Jeff
Interpreting Some Different Approaches to Teacher Education.
PUB DATE- Apr 93
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Cognitive Restructuring; Constructivism (Learning); Educational Change; Elementary Education; *Faculty Development; Foreign Countries; *Group Discussion; Higher Education; *Inservice Teacher Education; *Instruction; Preservice Teacher Education; Teacher Attitudes
IDENTIFIERS- Australia; *Project to Enhance Effective Learn

ED 361 318 SP 034 718

Education for Self-Responsibility III: Prevention of HIV/AIDS and Other Communicable Diseases. Curriculum Guide. Prekindergarten-Grade 3.

SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

PUB DATE- 92

NOTE- 489p.; For related curriculum guides, see SP 034 719-720.

LANGUAGE- English

EDRS Price- MF02/PC20 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; Decision Making Skills; *Disease Control; Early Childhood Education; Elementary School Students; Guidelines; *Health Promotion; *Interdisciplinary Approach; Learning Activities; Learning Strategies; Preschool Children; State Curriculum Guides; Student Behavior

IDENTIFIERS- *Age Appropriateness; *Comprehensive School Health Education; Diversity (Student); Texas Education Agency

This curriculum guide encourages students to learn behaviors that will reduce the potential for HIV infection when confronted with choices at a later age. The curriculum is designed for integration within a comprehensive program of school health education (lessons on communicable disease, including HIV, can be integrated at the preschool through grade 3 levels with units on germs, diseases, body systems, healthy life style, good citizenship, and personal responsibility) and offers opportunities for students to practice sequential, age-appropriate decisionmaking skills. In addition to classroom lessons and the concomitant teacher resources and worksheets, the guide offers information for all school personnel as well as for classroom teachers; provides a historical perspective and other facts on HIV/AIDS; presents the rationale for HIV prevention education; discusses classroom strategies; and provides guidelines for ensuring appropriateness and efficacy for diverse student populations. Appendices include a glossary of terms targeted to educators, additional resourses on HIV/AIDS and other communicable diseases, Texas Department of Health information, legal guidelines dealing with HIV in the schools, a bibliography, and an audiovisuals list. (LL)

ED 361 319 SP 034 719

Education for Self-Responsibility III: Prevention of HIV/AIDS and Other Communicable Diseases. Curriculum Guide. Grades 4-6.

SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.

PUB DATE- 92

NOTE- 400p.; For related curriculum guides, see SP 034 718-720.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; Decision Making Skills; *Disease Control; Elementary School Students; Grade 4; Grade 5; Grade 6; Guidelines; Health Promotion; *Interdisciplinary Approach; Intermediate Grades; Learning Activities; Learning Strategies; State Curriculum Guides; *Student Behavior

owners of their own learning; and implement proper modeling by using encouragement as the most conducive teaching style. Verbs and their cognition level are presented in chart form. (Contains 20 references.) (LL)

ED 361 337 SP 034 761

Mullen, Carol
The Marginal Self: Living in Maximum Security.
PUB DATE- Apr 93
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Correctional Education; Cultural Context; Foreign Countries; Higher Education; Identification (Psychology); *Individual Development; Personal Narratives; *Perspective Taking; *Teacher Attitudes; *Teacher Education; Teacher Student Relationship; *Teaching Experience
IDENTIFIERS- Diversity Concept; *Marginal Students; Ontario

This paper explores an expanded vision of teacher education as it relates to the concept of personal and marginalized identity. A study conducted in an all-male correctional facility tells the cultural stories of marginalized people who have had an implicit influence on teachers' experiences and development. Teacher development is defined as a personal account of a detailed, interactive narrative that is about the education and re-education of the imprisoned self. Prisoners, described as individuals who are seized, confined, and held captive in restrictive spaces, are unique in that no other group lives as a culture in maximum security while seeking educational opportunities. This paper presents vignettes from the lives and stories, writings and sharings, of inmates in prison utilizing a narrative ethnographic approach. This method provides for self-conscious inquiry about an educational story-line that focuses on the interpretation of experience and about the cultural story that makes broader sense of lived experience in a relational and inventive context. It is suggested that work on the margins in maximum security promotes greater sensitivity to the lives of imprisonment one might experience as teacher educator, teacher, or student. (Contains 22 references.) (LL)

ED 361 338 SP 034 768

Stover, Lois T.; And Others
Creating Interactive Environments in the Secondary School. Interactive Resource Series.
PUB DATE- 93
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Class Activities; *Classroom Communication; *Classroom Environment; Higher Education; Inservice Teacher Education; Learning Activities; Learning Processes; *Learning Strategies; Listening Skills; *Peer Relationship; Preservice Teacher Education; Reading Skills; Secondary Education; Speech Communication; Student Participation; Teacher Participation; *Teacher Student Relationship; *Teaching Methods; Writing Skills
IDENTIFIERS- *Interactive Teaching

ED 361 357 TM 020 416

Tierney, Dennis S.
Teaching Portfolios: 1992 Update on Research and Practice.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrators; Annotated Bibliographies; *Educational Assessment; Elementary School Teachers; *Evaluation Methods; *Portfolios (Background Materials); *Professional Development; Responses; *School Districts; Scoring; Secondary School Teachers; Surveys; Teacher Certification; Teacher Education; *Teacher Evaluation; Test Use; Validity
IDENTIFIERS- *Performance Based Evaluation

The first section of the update lists responses received to date to a survey of teacher portfolio use. Fourteen preservice and inservice teacher education programs and 12 kindergarten through grade 12 school districts responded with brief descriptions of their portfolio use and with contacts and addresses for further information. The second section is an annotated bibliography of four studies on teacher portfolios published since November 1991. A final section reviews the state of the art in teacher portfolios. Several teacher education programs that responded appear to use portfolios as a means of increasing teacher reflection and providing a record of teacher growth to be discussed and shared with other teachers. The remainder appear to be using teacher-constructed portfolios to increase the quality and specificity of the assessment process. Some schools districts are using teacher portfolios as a way for teachers to demonstrate professional growth. A few are using or considering portfolios as part of the teacher certification system. This path seems premature, based on the experience with teacher portfolios so far. The promise of portfolios remains bright, but remaining concerns must be addressed before the relationship between the portfolio and its content and scoring can be reliably defined. (SLD)

ED 361 358 TM 020 422

Condition of Michigan Education, 1992.
PUB DATE- Sep 92
NOTE- 581p.; For the 1986 report, see ED 290 219.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Context Effect; Educational Finance; Educational Trends; Elementary Secondary Education; Enrollment; Graphs; *Outcomes of Education; *Public Schools; School Administration; School Demography; School Personnel; *School Statistics; *State Surveys; *Student Characteristics; Tables (Data); *Teacher Characteristics; Test Results
IDENTIFIERS- *Michigan

Statistical information is presented in a series of corresponding graphs and tables reflecting important trends in public elementary and secondary education in Michigan. The report covers the following major areas: (1) pupils, including student characteristics and enrollment (37 tables and graphs); (2)

retrospectively. Rather than merely having children participate in the validation of interpretations, researchers might consider having them involved in the framing and directing of questions from the beginning of research. (Contains 18 references.) (SLD)

ED 361 376 TM 020 471

Crytzer, Betty
Assessing Growth through Community Service.
PUB DATE- Apr 93
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Services; Cross Cultural Studies; Curriculum Development; Decision Making; *Educational Assessment; Junior High Schools; Junior High School Students; Middle Schools; Outcomes of Education; Problem Solving; Secondary School Teachers; *Student Participation; Student Volunteers; *Teacher Role; *Teamwork
IDENTIFIERS- *Authentic Assessment; *Middle School Students

The challenge of building assessment into the curriculum has led the author to closely examine the expected outcomes of her teaching. Her experiences with students participating in projects that involved helping needy people in the community demonstrate the difficulty and advantages of implementing authentic assessment. The middle school students she teaches have collected items for the needy, conducted a cross-cultural study of the community, and planned visits to a retirement home. All of these projects have taught students the importance of teamwork, along with problem-solving skills and consensus decision making skills. Students are also responsible for assisting in the development of evaluation criteria and assessments. Some assessment approaches that have been used are: (1) performance rating scales; (2) video assessment; (3) demonstrations; (4) audio tapes; and (5) written reflections on the activity. Benefits to the students and benefits to the teacher are recognized. (SLD)

ED 361 377 TM 020 472

Educational Testing: The Canadian Experience with Standards, Examinations, and Assessments. Report to Congressional Requesters.
PUB DATE- Apr 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Educational Assessment; Educational Testing; Elementary School Students; Elementary Secondary Education; Financial Support; Foreign Countries; National Competency Tests; National Programs; Public Opinion; Public Support; Secondary School Students; *Student Evaluation; Test Construction; *Testing Programs; Test Results; Test Use
IDENTIFIERS- Canada; *Large Scale Programs; *Provincial Examinations; Standard Setting; United States

The experience of the Canadian provinces with large-scale testing programs is reviewed to suggest answers to questions currently affected by assessment: students, parents, teachers, and administrators. Data were collected through focus group interviews with each of the 4 respondent groups from 10 school districts. Each group consisted of three to eight participants. The study clarifies characteristics of classroom assessment and shows that a number of issues should be addressed. Observation and the review of work samples are the main kinds of information collection procedures used in the schools studied, and narrative reports are the main form of formal communication with parents. The purpose of assessment is locating the student within the instructional program, to devise and implement appropriate learning strategies for the child, to inform the child and parents of progress, and also to fulfill the reporting requirements of the school and district. While teachers often saw shortcomings in the grading process, parents and students were more likely to see grades as more accurate than other forms of reporting. Aspects of assessment practice that could be improved include a need for more explicit description of the learning and development pathways and a more concrete explanation of the evaluation process. An appendix contains the focus group questions. (SLD)

ED 361 395 TM 020 497

Maloy, Kate
Toward a New Science of Instruction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.
PUB DATE- Aug 93
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Role; Conflict; *Constructivism (Learning); Educational Practices; *Educational Research; Elementary Secondary Education; Federal Government; Inferences; *Instructional Effectiveness; *Learning; Mathematical Concepts; Models; Reading Comprehension; Science Education; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *National Research Center on Student Learning

Research conducted by the National Research Center on Student Learning (NRCSL) is reviewed as it moves toward a new understanding of learning and instruction. Research by the NRCSL into the kind of learning demanded by modern life has been shaped by the understanding, based on earlier research, that knowledge is actively constructed in the mind of the learner, and not just accumulated and stored for use. To engage in the construction of knowledge, learners must eventually attain intellectual independence. A fundamental concern of research at the NRCSL has been the relationship between knowledge and skill in effective learning. The focused and mindful drawing and testing of inferences appear to be powerful skills that may be indispensable to a strong conceptual understanding in school subject matters. This implication is found in the following areas of NRCSL research: (1) building on intuitive understanding of numbers and quantities; (2) linking background knowledge to new knowledge in text comprehension; (3) learning from effective learners in science; and (4) learning about the value of cognitive conflict. Research on teaching is indicating the importance of modeling by the teacher of mindfulness in learning. The outcomes of NRCSL research have the potential to enrich both research and practice, and the success of every school child depends on investigations such as these. (SLD)

Elementary School Teachers; Elementary Secondary Education; Field Experience Programs; Higher Education; *Microcomputers; *Preservice Teacher Education; Questionnaires; Secondary School Teachers; Student Teachers; Tables (Data); Urban Schools; Use Studies

IDENTIFIERS- *Access to Computers; Apple IIe; Apple Macintosh; Detroit Public Schools MI; IBM Personal Computer; Preservice Teachers; Student Surveys; Wayne State University MI

Preservice students in the College of Education at Wayne State University (Michigan) are expected to complete at least one semester using microcomputers and courseware that they can use to support their teaching of elementary school and secondary school pupils in metropolitan Detroit. A survey form was developed to collect information about the microcomputing hardware, software, and computing laboratory facilities in the schools where student teachers and other preservice teachers were working with students. The survey form was distributed to students doing field experiences in 1992. There were more than 400 responses, representing about a 40 percent response rate. Sixty-eight percent of the elementary schools had at least one computer in the individual classroom, but only 20 percent of the senior high schools were observed to have a computer in the classroom. More than 90 percent of junior high/middle schools and senior high schools had a microcomputer laboratory in the school. This study supports the assertion that preservice students need to build their skills using the three major systems--Apple IIe/GS, Macintosh, and IBM (MS-DOS). It will be important for secondary school teachers to find ways of introducing applications from their disciplines that can be cultivated using resources from the high school computer laboratory. Four tables present study findings, and the survey instrument is included. (SLD)

ED 360 953 IR 016 182

National Education Association Communications Survey. Report of Findings.

SPONS. AGENCY- National Education Association, Washington, D.C.

PUB DATE- 2 Jun 93

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Educational Technology; *Elementary School Teachers; Elementary Secondary Education; Incidence; Microcomputers; Reprography; Retrenchment; *Secondary School Teachers; Tables (Data); Teacher Attitudes; *Technological Advancement; Telephone Surveys; Television; Use Studies; Videotape Recorders

IDENTIFIERS- *Access to Computers; National Education Association; Teacher Surveys

A national telephone survey of 1,206 regular education teachers was conducted on behalf of the National Education Association to determine the incidence of school-provided educational technology and to assess teacher perceptions of their effects on the education process. Some forms of technology, such as photocopiers, television, and videocassette recorders, were found to be almost universally available. Roughly 9 in 10 teachers have access to computers, but other electronic hardware has not become standard. Less than half of the teachers have access to a modem at school, and less than one-third have access to a fax machine. Most teachers lack easy access to a telephone during the school day. Schools are slow

ED 360 973 IR 054 651

Suresh, Raghini S.
Online Bibliographic Searching in the Humanities Databases: An Introduction.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Architecture; Art; *Bibliographic Databases; Higher Education; History; Humanities; Intellectual Disciplines; Linguistics; Music; *Online Searching; *Online Vendors; Philosophy; Religion; Research Methodology; Resource Materials; Search Strategies; User Needs (Information)
IDENTIFIERS- BRS Information Technologies; *DIALOG

Numerous easily accessible databases cover almost every subject area in the humanities. The principal database resources in the humanities are described. There are two major database vendors for humanities information: BRS (Bibliographic Retrieval Services) and DIALOG Information Services, Inc. As an introduction to online searching, this article focuses on DIALOG. By searching several databases, a wealth of information can be retrieved. The following databases available through DIALOG are described, with their DIALOG file numbers: (1) America History and Life; (2) Architecture Database; (3) Art Literature International; (4) Artbibliographies Modern; (5) Arts and Humanities Research; (6) Avery Architecture Index; (7) ERIC; (8) Historical Abstracts; (9) Linguistics and Language Behavior Abstracts; (10) Music Literature International; (11) Philosopher's Index; and (12) Religion Index. These files span a wide range of disciplines. Awareness of what they contain will help the researcher in the humanities decide when an online search will provide more flexibility in researching a given topic. (Contains 10 references.) (SLD)

ED 360 974 IR 054 652

Resource Guide to Selected Federal Government Statistical Publications on "Women and Minorities."
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Correctional Rehabilitation; Demography; Economic Research; Educational Research; Employment Patterns; *Federal Government; *Females; *Government Publications; Health; *Minority Groups; Nutrition; Reference Materials; *Resource Materials; *Statistical Data; Womens Studies

This resource guide lists selected federal government publications dealing with women and minorities. Each citation gives the title of the publication, its Superintendent of Documents number or Library of Congress call number, and a brief description of the topics covered by the publication. Works are grouped in the following categories: (1) general reference statistical sources (3 sources); (2) demographic/economic studies (10 sources); (3) health and nutrition (11 sources); (4) criminal/correctional (12 sources); (5) education (13 sources); and (6) labor and employment (9 sources). (SLD)

Totemeyer, A.-J., Ed.; And Others
Coordination of Information Systems and Services in Namibia. Papers of the Seminar (Windhoek, Namibia, February 25-March 5, 1993).
PUB DATE- Feb 93
NOTE- 280p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; *Archives; *Coordination; Elementary Secondary Education; Foreign Countries; Government Role; Higher Education; Information Centers; Information Management; Information Networks; Information Science Education; Information Scientists; *Information Systems; International Studies; Library Cooperation; Library Role; *Library Services; Public Libraries; *Public Policy; School Libraries; Training
IDENTIFIERS- Botswana; *Information Policy; Kenya; Malawi; *Namibia; Zambia

This document contains the following papers presented at a seminar in which information workers from Namibia and neighboring countries elaborated on future information services in Namibia: "Welcome" (A. de Klerk); "Right to Information and Citizenship" (N. Angula); "Namibia: Information Policy Issues and the State of Information Services" (A. Totemeyer); "University of Namibia: A Key Player in Generating Scientific Information and Training of Information Specialists" (P. Katjavivi); "Role of the Ministry of Information and Broadcasting in Serving the Information Needs of the Broader Community" (H. Hamutenya); "Coordination of Information Systems and Services in Botswana" (A. Thapisa); "Coordination of Information Systems and Services in Zambia" (H. Mwacalimba); "Archives' Contribution to the Coordination of Information Systems and Services in Kenya" (M. Musembi); "Arrangements for the Coordination of Information Systems and Services in Malawi" (R. Mabomba); "Zimbabwe: An Overview on the Coordination of Information Services" (D. Pakkiri); "Library Services of the Ministry of Education and Culture" (A. Marais); "Role of the Namibian National Archives and Coordination with Private Archives in Namibia" (B. Lau, W. Hillebrecht); "University Library: Problems, Prospects and Coordination with Other Training Institution Libraries" (K. Avafia); "Bibliographic Control in Namibia" (J. Loubser); "History and Establishment of the Namibian Information Workers Association" (M. Viljoen); "Role of the Namibian Information Workers Association and Cooperation with Other Local and International Organizations" (V. Jacobs); "From a Public Library Service to a Community Library Service and Coordination with NGO Community Projects" (E. de Kock); "Special Libraries of Government and Prospects for Cooperation with Libraries from Para-Statal and Private Information Centres" (R. Morgenstern); "School Library Services in Namibia" (T. Klynsmith); "Development of a Teachers' Resource Centre Network in Namibia and Coordination with School Libraries" (R. Douglas); "Training of Library and Information Personnel at the University of Namibia" (V. Jacobs); "Training of Resource Teachers/School Librarians at Teacher Training Colleges in Namibia" (G. Reimers); "Findings and Recommendations of the University of Namibia, Department of Information Studies" (A. Totemeyer); "Role of the Office of the Prime Minister via its Directorate of Data Systems and Services" (N. Hamutenya); "Policy Statement and Recommendations by Participants"; and "Closing Speech" (V. Ankama). (SLD)

degrees with at least 18 graduate hours in an academic discipline. In 1992-93, all center faculty attended a critical thinking workshop, an academic support conference, and two teleconferences. The center provided services to over 2,230 individuals who made a total of 17,595 visits, representing a 79% increase in the number of visits from the previous year. In comparison with seven community colleges in the West Texas region, SPC had the highest retention rate among students who completed remediation (93%). With a reduction in state funding for special needs populations, the center's total 1992-93 funding was 6% lower than the previous year, although institutional funding to the LC was up 4%. All aspects of the center's operation are routinely assessed, including faculty and tutor performance, and student outcomes. Progress on meeting the center's goals and objectives for the 1992-93 academic year; a discussion of student demographics; results of standardized tests before and after remediation; tables of evaluative data; and sample program evaluation forms are included in this annual report. (PAA)

ED 361 012 JC 930 378

Stevenson, Joseph M.
Systemic Leadership Strategies for Community Colleges Initiating Partnerships with Corporations and Schools.
PUB DATE- Jul 93
NOTE- 17p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (5th, Washington, DC, July 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; *College School Cooperation; Community Colleges; *Cooperative Planning; Cooperative Programs; *Educational Cooperation; Educational Trends; Elementary Secondary Education; Futures (of Society); Institutional Cooperation; Leadership Qualities; Literature Reviews; *Partnerships in Education; *School Business Relationship; School Community Relationship; *Shared Resources and Services; Two Year Colleges

Advocating community college collaboration with corporations and secondary schools, this report reviews methodologies for undertaking "systemic leadership initiatives," or approaches to sharing resources based on collaborative networking. Following an overview of intersector partnerships, section II presents quotations from educational and management literature describing the concepts of leadership, team leadership, partnerships, and collaborative management. Section III, presents additional quotations to argue for the role of systemic leadership partnerships in the reform, revitalization, and renewal of community development in terms of education, the economy, and the environment. This section also discusses resistance to collaborative partnerships on the part of both educators and industry; the role of the systemic leader in bridging the gap between institutional resources and corporate/community needs; and provides brief descriptions of 15 existing partnerships between corporations and educational institutions. Section IV describes prototype initiatives for program delivery between elementary educational institutions and colleges/universities, including five faculty-centered initiatives, four student-centered initiatives, and four provides a financial profile of the North Carolina Community College System (NCCCS) at the state and college level for the academic year ending June 30, 1992. The report focuses on state and federal expenditures for programs administered by the North Carolina Department of Community Colleges and includes the following information: (1) a statement of the source and disposition of funds; (2) a description of state-level expenditures; (3) a statement of state-wide costs for regular programs by purpose, covering the expense categories of general administration, curriculum instruction, non-curriculum instruction, learning resources, student services, plant operation/ maintenance, and general institution; (4) a statement of state-wide costs by purpose and object; (5) a statement of state-wide cost by object; (6) payments to the 58 NCCCS colleges for regular programs by purpose; (7) percentage of total funds expended by college and purpose; (8) total program payments by college; (9) percentage of funds expended for regular programs by college; (10) percentage of funds expended for special allocations by college; (11) growth in full-time equivalency (FTE) from 1981 through 1992; (12) costs per regular budget FTE, formula allocations and actual expenditures; (13) average cost per FTE; (14) full-time instructional positions versus budgeted units and instructional positions; (15) average salary cost per instructional position; and (16) analysis of receipts, estimated versus actual. (PAA)

ED 361 030 JC 930 409

Ijames, Steve; And Others
Student Enrollments, Full-Time Equivalents (FTE), Staff/Faculty Information, 1991-92. Annual Statistical Report, Volume 27.
PUB DATE- Nov 92
NOTE- 220p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Administrators; Adult Education; College Faculty; College Programs; *Community Colleges; *Enrollment Trends; Full Time Equivalency; *School Personnel; State Surveys; Student Characteristics; Tables (Data); Teacher Characteristics; Two Year Colleges; *Two Year College Students; Vocational Education
IDENTIFIERS- *North Carolina Community College System

Statistical information on the North Carolina Community College system is presented for the 1991-92 year, representing a summary of data collected from the 58 colleges in the system over the course of the year, as well as historical information from past years. Student enrollment tables provide information on enrollment by college and quarter, 1991-92; enrollment by program area, 1982-83 through 1991-92; number of students enrolled by program, 1989-90 through 1991-92; student enrollment by sex and race by type of program, 1991-92; curriculum and extension enrollment by age, race, and sex, 1991-92; students' home state and county, 1991-92; and student completions by curriculum program, 1900-91. Full-time equivalent (FTE) tables present 1991-92 data on average annual FTE; FTE by quarter; FTE in transfer, general education, technical, and vocational programs; curriculum programs subtotal; FTE in academic, avocational, and practical skills extension programs; FTE in community service, adult high school, adult basic education, compensatory education, and literacy programs; learning laboratory FTE; new and expanding industry program FTE; human resources development FTE; and self-emphasis on constant improvement, leadership, pride in workmanship, and price-based decision making. The dual emphasis on course content and learning process is essential in a global economy where the breadth of professional and technical information defies individual mastery and demands collaboration. Quality teachers reward learning and deemphasize test scores. At Santa Fe Community College in New Mexico, many instructors teach students using quality management principles, administering traditional multiple-choice and true-false tests in three stages. In stage one, instructors collect completed tests and record only how many questions each student answered correctly. In stage two, students are invited to find their own errors and to re-submit their answers for further evaluation. In stage three, students form teams of up to five members and complete the same test as a group, developing skills associated with group problem solving. In evaluations, students in these quality classrooms express greater comprehension and self-confidence. (PAA)

ED 361 047 JC 930 430

Miller, D. Sharon; And Others
Evaluating Administrators: Designing the Process in a Shared Governance Environment.
PUB DATE- Jul 93
NOTE- 81p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (5th, Washington, DC, July 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; *Administrators; *College Administration; Community Colleges; *Evaluation Criteria; *Evaluation Methods; Guides; Measures (Individuals); Program Descriptions; Resource Materials; Two Year Colleges
IDENTIFIERS- De Anza College CA; Foothill College CA; San Jose Evergreen Community College District CA

Drawing from the experiences of three California community colleges, Foothill College, De Anza College, and San Jose City College, this collection of materials provides guidelines and sample forms and instruments to help in the development of a system for evaluating community college administrators. Included in the collection are: (1) general guidelines for beginning the process of evaluation design; (2) a list of priorities for developing an evaluation system; (3) guidelines for writing the policy and procedures governing the evaluation of administrators; (4) a list of legal issues in evaluating administrators; (5) De Anza College's "Administrator Evaluation Process and Procedures" manual, which includes a statement of philosophy and purpose, a theoretical framework, an outline of steps for implementing the committee and supervisor models of evaluation, and administrative review forms; (6) a list of proven, workable solutions for administrative evaluation developed by Foothill College; (7) Foothill's booklet, "The Management Evaluation Process," which includes instruments for a supervisor's evaluation, self-evaluation, peer evaluation, and subordinate evaluation; and (8) a set of materials including a policy statement, list of procedures, employee evaluation survey, and training materials used for

Gifford, Jean
The Road to Accreditation. Readings on Early Education and Care.
PUB DATE- 92
NOTE- 111p.; Some pages contain toner streaks.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Day Care; *Day Care Centers; Early Childhood Education; Family Day Care; Foreign Countries; Preschool Education; *Program Evaluation
IDENTIFIERS- *Accreditation Standards; *Australia; Voluntary Participation

This document provides a collection of articles, speeches, and newsletter excerpts covering the accreditation of child care programs in Australia and the United States. The collection contains the following speeches and articles: (1) "The Road to Accreditation," on the history of accreditation in the two countries; (2) "The Case for Child Care Accreditation"; (3) "Standards for Australian Program Accreditation System: A Review of Program Evaluation Models"; (4) "Australian Early Childhood Association Position Paper: An Accreditation System for Early Childhood Programs Starting with Centre-Based Long Day Care"; (5) "NAEYC's Center Accreditation Project: Goals and Philosophy"; (6) "Three Components of High Quality Early Childhood Programs: Physical Environment, Health and Safety, and Nutrition"; (7) "Progress Report on the Center Accreditation Project"; (8) "Promote Your National Center Accreditation"; (9) "Sue Bredekamp's Address to the Council of Australian Early Childhood Association, December 1989", concerning the development of the U.S. accreditation system and how it works; (10) "Voluntary Accreditation: The New South Wales Experience"; and (11) "Accreditation--Go for It!" on caregivers' positive response to changes brought about by accreditation. Newsletter excerpts on accreditation from the Australian Early Childhood Association's Newsletter from April 1990 to October 1992 are also included. (MM)

ED 361 065 PS 021 557

Chao, Ruth K.
Clarification of the Authoritarian Parenting Style and Parental Control: Cultural Concepts of Chinese Child Rearing.
PUB DATE- Mar 93
NOTE- 24p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; *Chinese Culture; Comparative Analysis; *Cultural Differences; *Cultural Influences; Immigrants; Mother Attitudes; *Mothers; Parent Background; *Parent Child Relationship; Parent Role; Preschool Children; Preschool Education
IDENTIFIERS- Authoritarian Behavior; Authoritative Parenting; *Chinese People; Euro Americans

This study investigated whether certain broad cultural notions, such as "chiao shun" (training children in appropriate behavior or morals) and "guan" (a positive notion expressing parental concern, caring, or involvement) better distinguish the Chinese understanding. Seven data tables and one figure are included. (Contains 25 references.) (MM)

ED 361 083 PS 021 592

Kennedy, Elizabeth; Perry, David G.
Social-Cognitive Correlates of Aggression and Victimization.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Aggression; Anger; Children; *Elementary School Students; Intermediate Grades; *Interpersonal Relationship; Junior High School Students; Peer Evaluation; Self Evaluation (Individuals); *Social Cognition
IDENTIFIERS- Retaliation; *Victimization

The goal of this study was to investigate the social-cognitive functioning of aggressive and victimized elementary school children. A total of 149 fourth- through seventh-graders responded to a peer nomination inventory designed to assess children's tendencies toward aggression and victimization. Self-report questionnaires were then administered to assess: (1) outcome expectancies for aggressive behavior; (2) outcome values for aggressive behavior; and (3) self-perceived efficacy for emotional regulation of fear, anger, and euphoria. The findings indicated that aggressive children expected aggression to result in control over their victims, did not expect retaliation from their victims, and did not care whether their victims retaliated or not. Victimized children were more likely to expect retaliation for aggression. Aggressive children reported more difficulty regulating angry emotional reactions than did nonaggressive children. (MDM)

ED 361 084 PS 021 594

Hennessey, Beth A.; Berger, Andrea R.
Children's Conceptions of Work and Play: Exploring an Alternative to the Discounting Principle.
PUB DATE- Mar 93
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Early Childhood Education; *Play; *Rewards; Social Cognition; Socialization; *Work Attitudes; *Young Children
IDENTIFIERS- *Discounting Principle; *Work Incentives; Work Values

Factors such as an expected reward have been shown to severely undermine individuals' intrinsic interest in a given task. This "overjustification effect," or "discounting principle," has been demonstrated across the life span, except in the case of young children, who have been shown to be incapable of engaging in this cognitive process. This study investigated whether the negative effect resulting from socially-learned stereotypes of work and play would lead to decreasing intrinsic interest in a given task. A total of 27 3- to 5-year-olds were asked to complete 10 illustrated-story pairs of tasks. Each pair of

ED 361 105 PS 021 669

Grusec, Joan E.; And Others
Mental Representations of Relationships, Parent Belief Systems, and Parenting Behavior.
PUB DATE- Mar 93
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; *Attachment Behavior; Attribution Theory; Child Abuse; Child Neglect; *Child Rearing; Cognitive Processes; Foreign Countries; Negative Attitudes; *Parent Attitudes; *Parent Child Relationship; Parenting Skills; Psychological Patterns; Young Children

Research on determinants of parenting behavior has traditionally focused on parents' goals and beliefs about child rearing or on the effect of parents' own attachment experiences. In an effort to relate these two approaches, a study was conducted to examine parent behaviors and attitudes in 94 parent-child dyads. Dyads consisted of 20 fathers and 74 mothers, and 53 boys and 41 girls (from 4 to 7 years of age). One-third of the dyads were referred by child protection agencies as being involved in child abuse or neglect. Parents completed an Adult Attachment Interview and were then categorized as either secure/autonomous, dismissive of the importance of attachment relationships, or preoccupied by early attachments. In addition, parents' attitudes were assessed with regard to the extent of control they or their children have over parent-child problems, attribution of responsibility and intentionality in their children's actions, and their own negative thoughts after a difficult interaction with their child. Results of the study indicated a strong relationship between parents' thoughts on childrearing and their mental representations of relationships (representations acquired very early in childhood). While attribution of responsibility/intentionality did not seem to be affected by attachment classifications, parents categorized as preoccupied attributed to themselves more control over bad interactions, attributed more bad behavior to the child's personality, and reported more negative thoughts on interactions than did parents categorized as secure or dismissive. (Contains 10 references.) (BCY)

ED 361 106 PS 021 670

Thompson, Debra S.
The Integration of Young Children's Literature with Multicultural, Nonsexist, and Global Education Goals and Themes.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Cultural Pluralism; *Curriculum Development; Curriculum Enrichment; Definitions; Early Childhood Education; Educational Change; *Educational Objectives; *Educational Resources; Elementary Education; *Global Approach; Learning

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Extended School Day; *Extended School Year; Federal Legislation; Questionnaires; *Time Factors (Learning)
IDENTIFIERS- *National Education Commission on Time and Learning

This report describes the work of the National Education Commission on Time and Learning, created by Congress in June 1991 to examine the quality and adequacy of the time American students spend on study and learning. The report provides biographical profiles of the nine Commission members and outlines the topics that have been or will be addressed in public hearings. Through hearings, school visits, research papers, reports, and consultations with various individuals in the education community, the Committee has amassed a wealth of information on time and learning issues. Thirty-two findings and observations gleaned from these sources are presented. These findings and observations address the following areas: (1) time and the school reform movement; (2) time for student learning; (3) time for teachers; (4) out-of-school time and youth employment; (5) parent and community involvement; (6) student motivation; (7) international comparisons; and (8) promising practices. Also included is a list of 16 questions, compiled by the commissioners themselves, to assist in preparing their final report and recommendations, to be issued in April 1994. Three appendices provide the business addresses and telephone numbers of the commissioners; a list of the Commission hearings, meetings, and site visits; and a copy of a nine-question survey that was widely distributed to associations and computer networks. (MDM)

ED 361 125 RC 018 998

Depiction Study of Indian Parent/Community Involvement and Support in Northwest Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *American Indian Education; *Community Involvement; *Educational Practices; Elementary Secondary Education; Family Involvement; *Parent Attitudes; *Parent Participation; Parent School Relationship
IDENTIFIERS- Regional Surveys; *United States (Northwest)

Surveys of American Indian parents and administrators of schools with significant Indian enrollment in the Northwest examined Indian parent and community involvement in education and school practices to promote such involvement. Responses from 60 administrators outlined school practices related to direct parent participation, school communication with parents, use of parents and community members in the classroom, soliciting family and community opinions for school planning purposes, inclusion of parents and community in school governance and decision making, and school efforts to enlist tribal representatives as a support system. Results suggest a preference for informal group gatherings, preferably with meals. Most schools seemed to overlook the value of tribal council involvement, which could be a key to gaining community support. Parent survey forms were mailed to 200 Indian education parent advisory committees with instructions to have

Utah Schools and Lands Improvement Act of 1993. Report To Accompany S. 184. Senate. 103d Congress, 1st Session.
PUB DATE- 16 Jun 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indian Reservations; American Indians; Educational Finance; Elementary Secondary Education; *Federal Legislation; Federal State Relationship; *Land Use; *Political Divisions (Geographic); *School Funds
IDENTIFIERS- Congress 103rd; Public Lands; *Utah; *Utah Schools and Lands Improvement Act 1993

This report provides background information on Senate Bill 184, the Utah Schools and Lands Improvement Act of 1993, under which the federal government would acquire over 200,000 acres of land and mineral rights from the state of Utah in exchange for federal land, certain mineral resources, or a portion of federal mineral receipts in that state. At the time of statehood in 1896, the federal government granted Utah "sections" in every township, totaling about 7.5 million acres, to be used for the support of public schools. These lands are not contiguous. Ongoing land management problems for both the state and federal governments would be remedied by the proposed exchange. The land acquired from the state would be incorporated into two Indian reservations, as well as into various national parks and forests around Utah. The Congressional Budget Office estimated the cost of this measure; the Committee made a regulatory impact evaluation statement; and the U.S. Department of Agriculture supported enactment with some suggested amendments. The U.S. Department of the Interior supported the bill, but pointed out potential "pay as you go" costs from reduced royalties to the federal treasury. The report contains proposed amendments, as well as a section-by-section analysis of the bill. (KS)

ED 361 144 RC 019 279

Morse, Susan, Ed.
Visions: The Newsletter of the Preschool Coordination Project. Volume II, 1992.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 92
NOTE- 66p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Differences; Elementary Education; Elementary School Students; Family School Relationship; Home Visits; Latin Americans; *Learning Activities; Limited English Speaking; *Migrant Children; Migrant Education; Nutrition; *Parent Education; *Parent Participation; Preschool Children; *Preschool Education
IDENTIFIERS- Even Start

This bilingual (English/Spanish) newsletter provides reproducible

Change; *Educational Equity (Finance); *Educational Quality; Elementary Secondary Education; Equal Education; School District Reorganization; School Districts; *School District Size; School Effectiveness; *School Size; Small Schools

A literature review examines research and reports on school and school district size as they relate to educational quality and finance. Sections cover: (1) research on the relationships of size to course offerings, teacher qualifications, student achievement, student behavior, student participation, and school climate; (2) state level reports concerned with school or district consolidation efforts, with examples illustrating how cases for and against consolidation are typically framed; and (3) publications and reports on the issue of equity in school finance. The research shows that any type of school (small or large, urban, suburban, or rural) can achieve successful outcomes. Much of the confusion around size issues is related to asking the wrong questions or putting questions in the wrong context. A school is not a building, but rather a learning community. The organization within the building is a key element to be considered. School district size is an even more elusive variable to judge since the nature and mission of the school district are not uniformly defined. Institutional arrangements peculiar to each state affect the resources and services available to small districts. New technology has the potential to make many size issues insignificant. The optimum size for educational institutions is an elastic concept related to institutional mission and setting and available resources. Researchers and policymakers should consult those affected by size decisions to gain perspective on the historical, cultural, and political context of the affected community. (SV)

ED 361 163 RC 019 323

Rogers, Bethany
Small Is Beautiful.
PUB DATE- 92
NOTE- 21p.; In: Source Book on School and District Size, Cost, and Quality, see RC 019 318.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Environment; *Educational Quality; Elementary Secondary Education; School Size; *Small Schools; Student Attitudes; Student Participation; *Student School Relationship; Teacher Student Relationship
IDENTIFIERS- Coalition of Essential Schools

This paper presents research findings and the testimony of educators, students, and researchers demonstrating that small schools meet the essential conditions for providing high-quality education to all students. These essential conditions are: (1) students are known well by their teachers; (2) students are actively engaged in learning and in school activities; and (3) the school provides a secure and caring environment. When kids belong and are engaged, they are "available" to learn. In addition, students who belong to a school community are far less likely to commit acts of vandalism or assault, are truant less often, and are less apathetic than students in large depersonalized schools. This becomes especially important in light of the growing number of alienated at-risk youth from dysfunctional families. Small schools have been criticized for their limited course offerings, but these very limits can lead to a focused coherent academic program that develops deeper understanding, Preferences for professional development include subject matter courses rather than education courses, and summer-based course offerings rather than other alternatives. More than half of the respondents have had a course or workshop opportunity in the past year which they believe enhanced their competence or confidence with their teaching. The most frequent mode of instruction involves reading one or more texts with the occasional use of laboratory exercises as verification activities. About seventy percent of teacher respondents reported access to computers; report writing and data management are the most frequent uses of computers. Evidence exists that earth science teachers include "environment" topics in the earth science curriculum. Teachers reported higher confidence teaching conceptual topics rather than those which involved the recognition of salient characteristics for the identification of specific rocks and minerals. (Author)

ED 361 181 SE 053 582

Building a Shared Vision for Environmental Education. Proceedings of a Conference Sponsored by the Federal Task Force on Environmental Education (Washington, D.C., November 19-21, 1991).
SPONS. AGENCY- Environmental Protection Agency, Washington, D.C. Office of Public Affairs.
PUB DATE- Apr 92
NOTE- 292p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Adult Programs; *Educational Objectives; Elementary Secondary Education; *Environmental Education; Federal Legislation; Federal Programs; Government Role; Higher Education; *Long Range Planning
IDENTIFIERS- *Environmental Literacy; Environmental Protection Agency

The U.S. Environmental Protection Agency (EPA), in cooperation with 15 other agencies making up the Federal Task Force on Environmental Education, sponsored a national conference to foster and support the goal of environmental literacy for young people and adults in schools and communities. This conference report contains an executive summary of the conference, copies of the speeches delivered at the conference, reports from the conference panel sessions, working group summaries, 2 special presentations, and 11 appendices. Speeches by national and international leaders covered environmental education (EE) priorities at EPA, EE and America 2000, EE at the U.S. Department of the Interior, EE in the Peace Corps, a vision for EE, goals and priorities in implementing the National EE Act, the National EE and Training Foundation, the United Nations conference on the environment and development, the future of EE, and an overview of EE activities in Mexico. Two panels discussed successful partnerships to develop and deliver EE in the United States and globally, and a third panel discussed successful partnerships to finance EE. Working groups discussed the current status, future directions, and recommendations for EPA and the federal government for EE in grades K-12; colleges and universities; museums, nature centers, and parks; community-based youth programs; adult continuing education programs; nonprofit organizations; business community, workplace, and marketplace; minority and multiethnic communities; government; teachers; entertainment and media; and environmental health risk education. Appendices include the conference agenda; lists of conference speakers, panelists, facilitators, attendees, and

Environment, (5) Rocks, (6) Plants, (7) Living Creatures, (8) Weather, (9) The Heavens, and (10) Applying Science. This book is ideal for elementary/intermediate teachers but the activities can be adapted for all levels. All the activities have been developed and tested through 8 years of research. The book contains experiments and projects, as well as puzzles, games, plays, and stories. (PR)

ED 361 202 SE 053 616

Beyond Earth's Boundaries
PUB DATE- 93
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Astronomy; Earth Science; Elementary Education; Elementary School Science; Elementary School Students; Elementary School Teachers; Physics; Resource Materials; *Science Activities; Science History; *Science Instruction; Scientific Concepts; Space Sciences
IDENTIFIERS- Astronauts; Space Shuttle; Space Travel

This resource for teachers of elementary age students provides a foundation for building a life-long interest in the U.S. space program. It begins with a basic understanding of man's attempt to conquer the air, then moves on to how we expanded into near-Earth space for our benefit. Students learn, through hands-on experiences, from projects performed within the atmosphere and others simulated in space. Major sections include: (1) Aeronautics, (2) Our Galaxy, (3) Propulsion Systems, and (4) Living in Space. The appendixes include a list of aerospace objectives, K-12; descriptions of spin-off technologies; a list of educational programs offered at the Kennedy Space Center (Florida); and photographs. (PR)

ED 361 203 SE 053 618

All Aboard for Space.
PUB DATE- 92
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; *Astronomy; Elementary School Science; Elementary School Students; Elementary School Teachers; Parent Materials; Parent Participation; Physics; Primary Education; Resource Materials; Science Activities; Science History; *Science Instruction; Scientific Concepts; *Sensory Experience; *Space Sciences
IDENTIFIERS- Astronauts; Space Shuttle; Space Travel

This book is designed as a resource for teachers and parents concerned with early childhood education. It is hoped that the ideas and activities presented herein will serve in the creation of a space science and mathematics curriculum that is both child-centered and exciting. The basic philosophy for this curriculum is that of Piaget. This approach establishes the basic understanding of math and science curriculum through sensory experiences. Activities contain the Name of the activity (e.g., clouds, constellations, kites, aerospace pioneers, rockets, space sensations, and space mail), Subject/Sense (math or science and which senses are emphasized), Skill, Procedure, Parent/Child Experience, organization; and (4) educational services offered by the organization. The organizations have been indexed in a variety of ways to facilitate searches. Indexes are arranged by environmental issues, province of origin, networking association, and alphabetical order. Order and listing forms are included. (MDH)

ED 361 223 SE 053 744

Sheram, Katherine
The Environmental Data Book: A Guide to Statistics on the Environment and Development.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110),Reference Materials - Geographic Materials (133)
DESCRIPTORS- *Air Pollution; *Demography; Economic Status; Environmental Education; Foreign Countries; Fuel Consumption; *Natural Resources; Tables (Data); Water Pollution; *Water Quality; Water Resources
IDENTIFIERS- Emission Control; *Forests; Gross National Product; *Pollutant Concentrations; Pollutants

This book presents statistics on countries with populations of more than 1 million related to the quality of the environment, economic development, and how each is affected by the other. Sometimes called indicators, the statistics are measures of environmental, economic, and social conditions in developing and industrial countries. The book is divided into four units: water, land, air, and atmosphere. Each unit focuses on one indicator to measure access to safe water, change in forest and woodland, levels of suspended particulate matter, and carbon dioxide emissions. The data tables at the back of the book provide statistics by country for the above mentioned indicators, as well as the following indicators: forest and woodland area, population per passenger car, energy use per capita, chlorofluorocarbon use, gross national product (GNP) per capita, average annual growth of GNP per capita, population, average annual population growth, urban population, life expectancy at birth, infant mortality rate, primary school enrollment rate, secondary school enrollment rate, and adult illiteracy. A list of definitions and notes is included. (MDH)

ED 361 224 SE 053 748

Andrews, Elaine; And Others
Educating Young People about Water. A Guide to Goals and Resources with an Emphasis on Nonformal and School Enrichment Settings.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- Dec 92
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Awareness; *Curriculum Evaluation; Curriculum Guides; Ecology; Educational Objectives; Elementary Secondary

33.
PUB DATE- Feb 87
NOTE- 52p.; For other ISIS reports, see SO 022 854-856.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Developed Nations; *Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Private Education; Private Schools
IDENTIFIERS- *Australia; *New Zealand

This comparative study of private education in Australia and New Zealand attempts to provide detailed information about the role, status, size, and prospects of the independent educational sector in each of the two countries and to show how it related to such information about other western democracies. The section of the report that concerns Australia is organized into nine sections: (1) "National Background"; (2) "Historical Development--Private Schools and the National System"; (3) "Government and Education"; (4) "Commonwealth Governments, the Schools' Commission and the Independent Schools"; (5) "The States and the Private Schools"; (6) "Statistics"; (7) "The Co-Ordination of Private Schools at Commonwealth and State Levels"; (8) "The Variety of Private Schools"; and (9) "The Status and Future of the Independent Schools." Comparable information is included in the section of the report that focuses on New Zealand. In recent years government support for private schools in each country has eroded somewhat. In both countries the private sector is still more autonomous, more accessible, and less selective in terms of ability and cost than those of most other democratic societies, and in Australia is responsible for the education of 26% of the total school population. (DB)

ED 361 243   SO 022 884

Stahl, Robert J., Ed.; VanSickle, Ronald L., Ed.
Cooperative Learning in the Social Studies Classroom: An Introduction to Social Study. Bulletin No. 87.
PUB DATE- 92
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Grouping; Classroom Environment; *Cooperative Learning; Elementary School Teachers; Elementary Secondary Education; Secondary School Teachers; *Social Studies; Teaching Methods
IDENTIFIERS- *Jigsaw II

This bulletin provides a context for and an overview of cooperative learning addressing concerns and answering questions teachers, supervisors, and parents may have about this group approach to teaching and learning in the social studies. The intention was to help social studies educators construct a sound conceptual foundation for cooperative learning while eliminating misconceptions. Nine chapters detail building an adequate introductory conceptual framework for envisioning cooperative learning as a viable alternative approach to teaching in the social studies classroom. The first chapter introduces the concept, philosophy, and practice of cooperative learning. The second chapter focuses on the classroom environment and classroom characteristics with and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business; Cultural Awareness; *Cultural Interrelationships; Curriculum Enrichment; Developed Nations; *Developing Nations; *Economics; Elementary Secondary Education; Foreign Countries; *Global Approach; Instructional Materials; *International Cooperation; *International Trade; Marketing; Social Studies; Supply and Demand
IDENTIFIERS- *Caribbean; Global Education; Tariffs

This document contains instructional materials to illustrate economic perspectives relating to issues such as: (1) why nations trade; (2) challenges of the developing world; (3) north-south relations; (4) cross cultural awareness; (5) global integration of markets and products; and (6) trade barriers, controversy and consequences. The items are intended as supplementary materials for use within historical contexts. The first set of materials is a case study approach that focuses on the Caribbean. The region offers multiple illustrations of how and why trading relationships evolve between nations. Objectives include: (1) illustration of the linkages of the Caribbean to the global community from social, cultural, and economic perspectives; (2) exemplification of economic links using a local example; (3) identifying and explaining the nature and risks inherent in a global entrepreneurship through decision making and critical thinking activities; (4) exploring issues confronting less developed countries via comparative analysis of colonial and present day industry; and (5) showing teachers that partnerships with business create living and working experiential units of study. The second section deals specifically with direct foreign investment and challenges facing the developing world. This section explores the determining factors that are key to making direct foreign investment decisions, as well as protectionism, debt, dependency, specialization, and global manufacturing systems. A 20 day lesson plan is provided, as are handouts, materials, individual activities, and resource lists. (DK)

ED 361 263 SO 023 260

Broclawik, Krzysztof; And Others
Schools and Democratic Society: A Course Syllabus for Poland's Future Teachers. Rationale.
PUB DATE- 21 Dec 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Objectives; *Democratic Values; Educational Change; Educational Objectives; Educational Policy; Elementary Secondary Education; Foreign Countries; Futures (of Society); Higher Education; Preservice Teacher Education; *Role of Education; *Teacher Education
IDENTIFIERS- *Poland

A course entitled "Schools and Democratic Society" was prepared between September, 1992 and March, 1993 as the result of a cooperative effort between the Polish Ministry of National Education and the Mershon Center of The Ohio State University. This document presents the rationale for the course. As Poland moves through the transition from communism to democracy, it is clear that the role of the school must change. The purpose of ecosystem of nurturing and educating the young. (Contains 35 reference notes.) (JDD)

ED 361 282 SP 034 378

Westerman, Delores A.; Smith, Shirley A.
A Research-Based Model for the Clinical Supervision of Student Teachers.
PUB DATE- 27 Feb 93
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinical Supervision (of Teachers); Collegiality; Decision Making; Elementary Education; Faculty Development; Higher Education; Models; Preservice Teacher Education; *Student Teachers; *Teacher Improvement; Teaching Skills
IDENTIFIERS- Marymount University VA; *Reflective Teaching

Results of a study which used a research-based model for clinical supervision of student teachers provide evidence that the model's methodology and use of technology foster reflective teaching and promote implementation of sound decision making strategies by student teachers. Research on the interrelated domains of teacher decision making and clinical supervision informed the model, which was tested with graduate students (N=4) enrolled in a Masters of Education certification program at Marymount University (Virginia). Clinical supervision is a process designed to improve teachers' classroom performance by collecting data from the classroom, analyzing the data, and developing strategies to improve student learning. Self-evaluation by student teachers is an essential element of this supervision model. Successful implementation of this model depends on development of a collegial relationship between the college-based supervisor and the student teacher. Data were collected at three stages during 6-week student teaching sessions: the preactive or planning stage, the interactive or teaching stage, and the postactive or reflective stage. The data indicate that the student teachers became more expert-like in their planning, teaching, and reflecting. The appendices contain the questionnaires used in the preactive and postactive interviews. Educational technology, videotaping and Hypercard, was also used to collect data. (Contains 13 references.) (IAH)

ED 361 283 SP 034 391

King, Irvin L.; And Others
Working Together toward Excellence in Teacher Education.
PUB DATE- Feb 93
NOTE- 34p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (73rd, Los Angeles, CA, February 13-17, 1993). An entry in the ATE 1993 Distinguished Program in Teacher Education Competition.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Faculty Development; *Field Experience Programs; Higher Education; *Inservice Teacher Education; Partnerships in Education; Practicums; Preservice Teacher Education; *Program Evaluation; *Program

(Australia)

This paper describes a teacher education effort that developed conditions for teachers to be more effective learners about teaching and encouraged teachers' development of a personal understanding of educational issues. A group of teachers in one school established the Project To Enhance Effective Learning (PEEL) as an approach to encourage more active learning in their students. The teachers reflected on their day-to-day classroom experiences in the company of colleagues each week. The PEEL experience warrants close attention as an example of teacher education for a number of reasons: (1) It did not have a high cost structure; (2) teachers led the way in researching constructivist learning theories at the classroom level; (3) teachers learned from others with different discipline backgrounds; (4) teachers published accounts of their action research experiences for other teachers; and (5) problems with implementation of teaching methods become part of the research process. The paper reprints a model describing developmental stages in teachers' reflective judgement on the best way to teach. The paper concludes that preservice teacher education should incorporate more valid and extended school experience into educational programs. (Contains 11 references.) (JDD)

ED 361 302 SP 034 685

Buechler, Mark
Constraints on Teachers' Classroom Effectiveness: The Teachers' Perspective. Policy Bulletin.
SPONS. AGENCY- Indiana Univ., Bloomington.; Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Nov 91
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Freedom; Adoption (Ideas); Educational Innovation; Educational Practices; Elementary School Teachers; Elementary Secondary Education; *Governance; Government School Relationship; Instructional Effectiveness; *Performance Factors; *Professional Autonomy; School Policy; School Restructuring; Secondary School Teachers; State Surveys; *Teacher Attitudes; *Teacher Effectiveness
IDENTIFIERS- Indiana

This bulletin summarizes the findings of a study that sought to determine what policies, regulations, and practices teachers believed posed the most significant constraints on their classroom activities; whether these constraints originated at the federal, state, local, or school level; and what effect the costraints had on quality instruction and innovation. Data were gathered through a telephone survey of 400 Indiana teachers and through focus group discussions with 65 teachers. Major constraints on classroom activities were found to be poor funding, large class size, lack of authority to discipline, ISTEP, mandated curriculum or textbooks, and required nonteaching duties. Teachers rarely cited the traditional school governance structure directly as a constraint. Effects of constraints on teachers' activities included: erosion of opportunities to exercise professional judgment, ineffective use of time, deficient resources, and general frustration. The paper concludes that teachers were more concerned with aspects of school improvement like additional funding, relief from nonteaching duties, and more planning time than they were with elaborate schemes for restructuring; and those teachers who were undertaking sweeping changes were, for the most part, not

IDENTIFIERS- *Age Appropriateness; *Comprehensive School Health Education; Diversity (Student); Texas Education Agency

This curriculum guide encourages students to learn behaviors that will reduce the potential for HIV infection when confronted with choices at a later age. The curriculum is designed for integration within a comprehensive program of school health education (lessons on communicable disease, including Human Immunodeficiency Virus (HIV), can be incorporated at the elementary school level with units on germs, diseases, body systems, healthy life style, good citizenship, and personal responsibility) and offers opportunities for students to practice sequential, age-appropriate decision-making skills. In addition to classroom lessons and the concomitant teacher resources and worksheets, the guide offers information for all school personnmel as well as for classroom teachers; provides a historical perspective and other facts on HIV/AIDS; presents the rationale for HIV prevention education; discusses classroom strategies; and provides guidelines for ensuring appropriateness and efficacy for diverse student populations. Appendices include a glossary of terms, targeted at teachers, reprints of reports and other information on HIV/AIDS and other communicable diseases, Texas Department of Health information, legal guidelines dealing with HIV in the schools, an extensive bibliography of resources for teachers, and an audiovisuals list. (LL)

ED 361 320 SP 034 720

Education for Self-Responsibility III: Prevention of HIV/AIDS and Other Communicable Diseases. Curriculum Guide. Grades 6-8.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 92
NOTE- 439p.; For related curriculum guides, see SP 034 718-719.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; Decision Making Skills; *Disease Control; Grade 6; Grade 7; Grade 8; Guidelines; *Health Promotion; *Interdisciplinary Approach; Junior High Schools; Junior High School Students; Learning Activities; Learning Strategies; State Curriculum Guides; Student Behavior
IDENTIFIERS- *Age Appropriateness; *Comprehensive School Health Education; Diversity (Student); Texas Education Agency

This curriculum guide encourages students to learn behaviors that will reduce the potential for Human Immunodeficiency Virus (HIV) infection when confronted with choices at a later age. The curriculum is designed for integration within a comprehensive program of school health education (in grades 6-8, lessons on communicable disease, including HIV, can interface with language arts, mathematics, vocational education, social studies, and life science units) and offers opportunities for students to practice sequential, age-appropriate decision-making skills. In addition to classroom lessons and the concomitant teacher resources and worksheets, the guide offers information for all school personnel as well as for classroom teachers; provides a historical perspective and other facts on HIV/AIDS; presents the rationale for HIV prevention education; discusses classroom strategies; and provides guidelines for ensuring appropriateness and efficacy for diverse student populations. Appendices include a glossary

This guide instructs teachers about the need to establish interactive classrooms, a place where students assume responsibility for their own learning through interaction with teachers, peers, and instructional materials in order to maximize the use of their listening, speaking, reading, and writing skills. The text, designed to encourage classroom implementation of this pedagogical approach, actively involves teachers. The information in each of seven chapters follows a basic instructional progression. Chapter 1, "Passive vs. Interactive Environments," develops the concept of an interactive environment through the use of an exemplar lesson and a contrasting nonexample. Chapter 2, "The Value of Interactive Instruction," provides the research and theory that undergird this approach to teaching. Chapters 3, 4, 5, and 6 are on listening, speaking, reading, and writing, respectively, in interactive, secondary classrooms. Chapter 7, "Instruction Planners," provides one-page guides for each of the language skills covered in this book. Each chapter presents numerous teaching strategies and lesson approaches and a bibliography. (LL)

ED 361 339 SP 034 769

Nel, Johanna; Sherritt, Caroline
Teacher Preparation: A Key to the Empowerment and Leadership Development of Asian/Pacific American Students.
PUB DATE- May 93
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Asian and Pacific American Education (15th, New York, NY, May 5-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Asian Americans; *Comparative Education; Course Content; Course Objectives; *Cross Cultural Studies; *Cultural Awareness; *Cultural Traits; Education Courses; Elementary Secondary Education; *Foundations of Education; Higher Education; *Japanese Americans; Pacific Americans; Preservice Teacher Education; Student Needs; Teacher Attitudes
IDENTIFIERS- *Preservice Teachers; Student Empowerment

Increasing numbers of Asian/Pacific youth in the schools present a challenge for teacher education. Teachers need the knowledge and skills to empower Japanese students in their classes and the commitment and sensitivity to develop the leadership potential inherent in the strong work ethic and cooperative skills many of these students possess. This paper presents a model of a traditional foundations of education course that was adapted to provide a cross cultural and international dimension to students' understanding by comparing U.S. educational systems and beliefs with those of Japan. Through an examination of the processes of teaching and learning which nurture character, identity, and cooperation, future teachers gained an understanding and respect for Japanese culture that they did not have prior to taking this course. Daily journal writings reflected their growth in cultural sensitivity and understanding and a desire to be instrumental in developing Asian American students to their highest potential. Information on specific course objectives, course content, texts used in the course, and audiovisual materials is included. (LL)

ED 361 340 SP 034 810

Lord, Jerome E.

outcomes of education, including achievement test and college entrance examination results (30 tables and graphs); (3) staff, including numbers and characteristics of teachers (27 tables and graphs); (4) finance, including revenue and expenditures (12 tables and graphs); (5) management, including a variety of information about administration (25 tables and graphs); and (6) context, including population and economic information (9 tables and graphs). (SLD)

ED 361 359 TM 020 423

Portes, Pedro R.; And Others
Parent Child Interaction Patterns in Dyadic Problem Solving: An Application of Vygotsky's Double Stimulation Method.
PUB DATE- Apr 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Child Development; Comparative Testing; Cross Cultural Studies; *Elementary School Students; Factor Analysis; Family Characteristics; Foreign Countries; *Helping Relationship; Intermediate Grades; *Learning; Mothers; Nature Nurture Controversy; *Parent Child Relationship; *Problem Solving; Research Methodology; Test Construction
IDENTIFIERS- *Double Stimulation Method (Vygotsky); *Dyads; Peru; United States; Zone of Proximal Development

Patterns of assistance in parent-child dyads were examined by developing measures that could be used to explore the nature of assistance and learner action sequences. A microgenetic approach was adopted in a teaching experiment that may be regarded as a variation of the double stimulation method of L. S. Vygotsky. A second goal was to explore the blending of quantitative, multivariate methods with interpretive methods in advancing the cultural-historical (CH) model. Thirty-two fourth to sixth graders and their mothers from the United States and 32 such pairs from Peru were studied. Parent-child problem solving activity was observed in a laboratory setting where interactions during a categorization task were videotaped. In one study process measures were the focus and in another assistance patterns were examined as a function of children's developmental level, analyzing the relationship between negotiation in the children's zone of proximal development and resulting assisted responses. Findings suggest that the factor score for a given dyad is a prevailing characteristic of a given family setting. Interaction patterns were moderately correlated with a distant measure of development. The combination of research methods is useful in understanding the nature and nurture of cognitive environments. Three tables present study findings. (SLD)

ED 361 360 TM 020 426

Jewell, Kenneth E.; Rosen, Jacqueline L.
School-Based Management/Shared Decision-Making: A Study of School Reform in New York City.
PUB DATE- Apr 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English

discussed in the United States regarding the proposed national system of achievement testing. In the Canadian provinces, tests are linked to provincial curricula. Standards and assessments are not set by experts with no direct responsibility for implementing curriculum and instruction, but are prepared with the cooperation of teachers and administrators. Assessments cover broad subject areas and monitor the overall education system, and examinations certify individuals' mastery of specific high school courses. The provinces have not found it necessary to attach high stakes to all tests. Examination results are used in conjunction with teacher-assigned grades, and assessments have no consequences for individual students. Safeguards have been developed for each type of test; and provincial school funding formulas, which are independent of the testing process, tend to level resources among schools within a province. Most Canadian educators and the public support the testing programs, but they have no hard evidence that the programs lead directly to improved instruction. Appendixes list characteristics of the provincial programs, participants in site and telephone interviews, and major contributors to the report. Fourteen tables provide information about the testing programs. (Contains 8 references.) (SLD)

ED 361 378 TM 020 473

Telese, James A.
Effects of Alternative Assessment from the Student's View.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 93
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Analysis of Variance; Class Activities; Cooperative Learning; *Educational Assessment; Educational Change; *Elementary School Students; Elementary Secondary Education; *Mathematics; Nontraditional Education; Racial Differences; Scores; *Secondary School Students; Sex Differences; *Student Attitudes; Student Participation; Teaching Methods
IDENTIFIERS- *Alternative Assessment; Repeated Measures Design; Student Surveys

Student perceptions of changes in the mode of instruction used by teachers who use alternative assessment techniques and changes in student attitudes and beliefs about mathematics after experiencing alternative assessment were studied. Eighteen teachers surveyed their elementary school and secondary school students three times during the school year to measure attitudes about mathematics and participation in classroom activities. At time 1, there were 387 students, with 384 students at time 2 and 137 students at time 3. An attitude score and traditional and non-traditional classroom activity scores were the dependent variables in a repeated measures analysis of variance (ANOVA). Traditional activities were things such as watching the teacher and textbook problems. Non-traditional activities included working in groups and having students make up their own problems. Gender, ethnicity, and ability were blocking variables in a two-way ANOVA. For attitude, there were significant main effects for teacher, time of observation, and ability. Attitudes improved over the year,

ED 361 396 TM 020 498

Phillips, Gary W.; And Others
Interpreting NAEP Scales.
PUB DATE- Apr 93
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Criterion Referenced Tests; Educational Assessment; Educational Research; Elementary School Students; Elementary Secondary Education; *National Surveys; Norm Referenced Tests; Policy Formation; Research Methodology; *Scaling; *Scoring; Secondary School Students; Student Evaluation; *Test Interpretation; Test Results; Test Validity
IDENTIFIERS- *National Assessment of Educational Progress

This report deals with a variety of ways that have been, or could be, used to interpret the scales used in the National Assessment of Educational Progress (NAEP). Policymakers, researchers, and other users of assessment results need to understand the methods used for reporting NAEP. Having a reference is particularly important as the methods of reporting are changing. Chapter 1 covers the following methods that have been used, or could be used, to interpret scales: (1) percentage correct for each item; (2) average percentage correct; (3) item mapping; (4) scale anchoring; (5) achievement levels; (6) using scoring rubrics; and (7) benchmarking. The contrast between anchor levels and achievement levels is discussed. Chapter 2 discusses the distinction between norm-referenced and criterion-referenced interpretations, and the validity of the inferences drawn from NAEP interpretations. Issues of validity are especially important with regard to achievement levels, because they represent an effort to go beyond describing, to prescribing recommended levels of achievement for the nation. Eleven figures and four tables present analysis data. An appendix provides exemplar exercises for scale anchoring and for achievement levels. (SLD)

ED 361 397 TM 020 499

Radnor, Hilary
Moderation and Assessment Project--South West. A Presentation of a Model for Moderating Pupils' Work That Is Teacher Assessed, Developed in England, UK.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Educational Assessment; Education Work Relationship; *Evaluation Methods; Foreign Countries; Models; Program Evaluation; Quality Control; Secondary Education; Secondary School Curriculum; Student Evaluation; *Teacher Role; Test Construction; Testing Problems; *Test Use; Test Validity; *Vocational Education
IDENTIFIERS- *England; *Moderation and Assessment Project (England)

The Moderation and Assessment Project, South West, was an outgrowth of the Technical and Vocational Educational Initiative of the government of the United Kingdom that to replace outmoded technologies, such as mimeographs and dittos. A high technology environment is more likely for affluent and suburban schools. Large city schools are more backward technologically than schools in small town and rural America. In elementary school grades, computers tend to be distributed in individual classrooms, but in higher grades they are likely to be concentrated in laboratories. Sizable proportions of teachers lack access to technologies they believe to be essential resources, with the most serious obstacle being budgetary limitations. Twenty-four tables present study findings. Two versions of the questionnaire are included, and a technical appendix describes the study methodology. (SLD)

ED 360 954 IR 016 183

Flank, Sandra G.; Livesey, Lynne
Computers in Education: A Survey of Computer Technology in the Westchester/Putnam Schools.
PUB DATE- Jun 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Educational Planning; *Educational Technology; *Elementary School Teachers; Futures (of Society); Interviews; Mail Surveys; Microcomputers; *Public Schools; Questionnaires; *School Districts; School Surveys; *Secondary School Teachers; Superintendents; Tables (Data); Telecommunications; Use Studies
IDENTIFIERS- *Access to Computers; Apple (Computer); Apple Macintosh; IBM Personal Computer; New York (Putnam County); New York (Westchester County)

The Westchester Education Coalition, Inc., a coalition of business, education, and the community, surveyed the state of education in the schools of Westchester and Putnam counties (New York) to establish baseline data in the region and to suggest some future directions. In January 1992, a questionnaire was sent to all of the school districts of the county; and the responses were supplemented by interviews with 13 superintendents, faculty, or staff members. The mean student/computer ratio for all districts was 10.03, compared to 1 computer for 17 students statewide. The size of the district had little effect on the number of computers available, but the greatest numbers of computers and the most modern equipment seem to be at the high school level. Apple computers appear to predominate at the lower levels, with IBM and Macintosh more common at higher levels. Districts are making specific plans to purchase new computers for use in a number of disciplines, and they recognize the need for telecommunications. Plans for the future must focus on quality of technology as well as quantity. Eleven tables and nine figures present study data. (Contains 6 references.) (SLD)

ED 360 955 IR 054 627

Grigg, Karen L.
Censorship and Selection.
PUB DATE- 93
NOTE- 63p.; Specialist in Education in Library Media Technology, Georgia State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

ED 360 975 IR 054 655

Musana, Augustes, Ed.; Huttemann, Lutz, Ed.
Information Resource Sharing and Networking. 2nd Revised and Amended Edition. Report on Three Training Courses (Arusha, Tanzania, October 22-November 2, 1990; Mombasa, Kenya, April 15-26, 1991; Arusha, Tanzania, March 23-April 3, 1992).
PUB DATE- May 93
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracting; Cataloging; *Computer Networks; Computer Oriented Programs; Financial Support; Foreign Countries; Indexing; Information Networks; Information Retrieval; *Information Services; Library Collection Development; Library Education; *Records Management; Seminars; *Shared Resources and Services; *Training
IDENTIFIERS- *Africa (East)

From 1989 to 1991, the German Foundation for International Development has organized a series of seminars and training courses for Eastern African countries given in concert with national and regional partner organizations to assist in providing improved information and documentation services. Selected papers and lecture notes from three training courses on information resource sharing and networking are presented. Part 1 contains the following papers from the three courses: (1) "A National Information Service" (James M. Ng'ang'a); (2) "Resource Sharing" (James M. Ng'ang'a); (3) "Networks: An Overview" (Edward Waiguru Muya); (4) "Bibliographic Control" (James M. Ng'ang'a); (5) "Collection Development" (James M. Ng'ang'a); (6) "Information Management--Indexing" (Edward Waiguru Muya); (7) "Information Management--Thesaurus" (Edward Waiguru Muya); (8) "Information Management--Retrieval" (Edward Waiguru Muya); (9) "Abstracting" (Augustes Musana); (10) "Records Management" (Augustes Musana); (11) "Computer Applications in Libraries and Documentation Centres: What a Manager Needs To Know" (Jacinta Were); (12) "Developing Marketing Strategies for Libraries, Archives and Documentation Centres" (James M. Ng'ang'a); (13) "Financial Resources Mobilization and Utilization" (James M. Ng'ang'a); (14) "Cooperation and Resource Sharing" (Cecile Wesley); (15) "Information Networks" (Cecile Wesley); (16) "National Information Systems" (Cecile Wesley); (17) "Communication in Libraries" (Getachew Birru); (18) "Strategies for Improving upon Reference Services" (Getachew Birru); and (19) "Current Awareness Services and Selective Dissemination of Information" (Augustes Musana). Part 2 contains a report on the three training courses (Augustes Musana), listing summary proposals and recommendations for Kenya, Tanzania, Uganda, Ethiopia, Sudan, and Djibouti. (Contains 60 references.) (SLD)

ED 360 976 IR 054 656

Boucher, Julie J.
Statistics & Input-Output Measures for Colorado Academic Libraries, 1992.
PUB DATE- May 93
NOTE- 99p.; For the 1991 report, see ED 353 999.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

ED 360 995 IR 054 687

de Usabel, Frances; Roeber, Jane A.
American Indian Resource Manual for Public Libraries. Bulletin No. 92429.
PUB DATE- Jul 92
NOTE- 160p.; Funding for this publication was provided in part by a Title I Library Services and Construction Act grant.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- *American Indian Literature; American Indians; Annotated Bibliographies; Audiovisual Aids; Canada Natives; Childrens Literature; Cultural Awareness; Evaluation Methods; Foreign Countries; *Library Collection Development; *Library Collections; Library Material Selection; *Library Services; Program Development; Public Libraries; *Resource Materials; Users (Information)
IDENTIFIERS- Canada; *Wisconsin

This manual, written primarily for Wisconsin public librarians, is designed to provide practical assistance to those who wish to expand public library collections of American Indian (defined as people in the United States and Canada who trace their lineage to the original habitants of these lands) resources and to improve related library programs and services. It offers lists of materials, guidelines for evaluating new materials, and suggestions for using collections effectively. Also included is contact information for organizations, groups, and individuals who can support library efforts to improve collections and services. Chapters include the following: (1) Resources of the Wisconsin Reference and Loan Library (overview of American Indian materials, demonstration collection, borrowing materials); (2) Selecting and Evaluating Materials: (3) Recommended Materials; (4) Promotion and Programming (bulletin boards and bookmarks, exhibits, programming, serving the visually and hearing impaired); (5) Programming and Information Resources; and (6) Clip Art. Chapter 3 contains an adult annotated bibliography of 261 citations, both fiction and non-fiction, about American Indians; and a children's annotated bibliography of 166 items. Included are three appendixes: appendix A, Indians of North America--a list of 201 audiovisual materials (VHS videocassettes, filmstrips, slides, films, long playing records, and compact discs) available for loan from the Reference and Loan Library; appendix B, Publishers with Contact Information; and appendix C, Wisconsin State Department of Public Instruction Curriculum Publications on American Indian Topics. An index of authors and titles is also included. (SLD)

ED 360 996 IR 054 688

Canadian Biography: A Guide to Reference Sources.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Biographies; College Libraries; *Females; Foreign Countries; Geographic Regions; Higher Education; History; *Instructional Materials; *Reference Materials; *Resource Materials
IDENTIFIERS- *Canada; McGill University (Canada)

business and technology based initiatives. A discussion of systemic planning and autonomy is also included. The final section outlines elemental changes in the transition from traditional management/leadership approaches to systemic leadership initiatives. (PAA)

ED 361 013 JC 930 384

Campion, William J.; Bostic, Don
Manual for Building an International Education Program in the Community College.
PUB DATE- Jul 93
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bids; Community Colleges; Cultural Activities; Educational Objectives; English (Second Language); Foreign Students; Grantsmanship; Guidelines; Intercultural Programs; *International Education; *International Educational Exchange; Multicultural Education; *Program Development; *Student Exchange Programs; Student Financial Aid; *Study Abroad; *Teacher Exchange Programs; Two Year Colleges
IDENTIFIERS- Agency for International Development; Central Florida Community College

Designed as a resource guide for establishing an international education program at a community college, this handbook provides descriptions of procedures and sample forms utilized in the establishment of an Office of International Education (OIE) at Central Florida Community College (CFCC). The first section, describes the role of the OIE in achieving the college's strategic goals in terms of student recruitment, faculty recruitment and exchange, and curriculum development. This section also includes a sample student and faculty exchange agreement, a class syllabus, and materials from an exchange in Sao Paulo, Brazil. The next sections provide correspondence illustrating institutional commitment, an outline of steps to establish an OIE, and sample application and admissions materials for the CFCC program. Next, information is provided on English as a Second Language (ESL) courses, including descriptions, grading policies, and sample brochures used to publicize the courses and other exchange programs at CFCC. The following sections describe campus and community links supporting the program; review sources of funding, including state scholarship programs, trust funds for students from specific countries, and tuition waivers; and provide a mailing list of Agency for International Development (AID) contractors, including suggestions on effective grantsmanship. The final sections provide a sample bid from an AID sub-contractor and describe the grant application process. A bibliography of ERIC documents on international education and other ERIC materials are appended. (MAB)

ED 361 014 JC 930 385

Environmental Scan: 1993-94 Planning/Budgeting Cycle.
PUB DATE- Jan 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

supporting and recreational program FTE. The final set of tables provide information on staff, curriculum faculty, and extension faculty, including data on area of responsibility, years of service, highest degree earned, race, sex, instructional category of full- and part-time faculty, and record counts for all college staff by employment classification for a 5-year period. Definitions of data categories are provided. Appendixes provide graphs of much of the enrollment data. (AC)

ED 361 031 JC 930 410

Critical Success Factors for the North Carolina Community College System, 1993. Fourth Annual Report.
PUB DATE- Apr 93
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Accountability; Articulation (Education); *College Role; Community Colleges; Economic Development; *Educational Assessment; *Educational Quality; Labor Force Development; *Organizational Effectiveness; School Community Relationship; *State Standards; State Surveys; *Success; Tables (Data); Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

The data presented in this report are indicators of the level of success of the North Carolina Community College System as measured by student outcomes and the extent to which the system addresses the needs of the state. Where possible, 5-year data are presented. Seven critical factors are examined: (1) student success, evidenced by the number of students returning from previous quarters, the progress of literacy students, performance of transfers after two semesters, and success rate on licensure exams; (2) resources, measured by average salaries, equipment currentness, and percent of libraries meeting American Library Association standards; (3) access, assessed in terms of the enrollment of high-risk and nontraditional populations, numbers served through literacy programs, percent of students receiving financial aid, and percent of service area population enrolled; (4) education continuum, examined in terms of enrollment of recent high school graduates, enrollment in cooperative agreements with high schools, and University of North Carolina students who attended a community college; (5) workforce development, evidenced by the number of employers and trainees served by new and expanding industry programs, small business centers, and apprenticeship programs and number of workplace literacy sites and students served; (6) community services, measured in terms of courses offered and students enrolled, enrollment of senior citizens, and support of community service activities; and (7) program management and accountability, assessed by an annual program audit, program reviews, and accredited programs. Systemwide data and, where appropriate, data for individual colleges are provided. In addition, background information and recommendations for future data collection are presented. (AC)

ED 361 032 JC 930 411

Executive Management Leadership Institute: Research Results, Volume I.
PUB DATE- Sep 92
NOTE- 66p.
LANGUAGE- English

administrator evaluation in the San Jose/Evergreen Community College District. (AC)

ED 361 048 JC 930 432

Bogart, Quentin J.; Price, M. J.
Arizona Student Success: A Comparative Study of Community College Transfer, Four-Year College Transfer, and Native University Students. A Final Report to the State, Its Leadership, and Its Citizens.
PUB DATE- Sep 93
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Bachelors Degrees; *College Transfer Students; Community Colleges; Educational Mobility; Grades (Scholastic); Graduate Surveys; Higher Education; Outcomes of Education; Participant Satisfaction; *Student Attitudes; *Student Characteristics; Student College Relationship; Student Motivation; Two Year Colleges; Two Year College Students; Universities
IDENTIFIERS- *Arizona

To develop a comprehensive picture of successful Arizona community college transfer students and to determine differences between two-year college transfer, four-year college transfer, and native university students, a study was conducted of the characteristics, goals, and outcomes of students graduating with a baccalaureate degree from four major Arizona universities. Questionnaires were mailed to 930 students who received a baccalaureate degree in spring 1990, and usable responses were received from 519 graduates of whom 176 were identified as community college transfers, 11 as four-year college transfers, and 332 as native university students. Analyses of the responses revealed the following: (1) for community college transfer students, common objectives for attending their college were to take a program to prepare for transfer (25.1%), earn a transfer degree (24.6%), and earn a bachelor's degree (16.4%); (2) 164 of the community college transfer students were "very satisfied" with their transfer education, with females giving slightly higher ratings than males; (3) the most frequently cited factors for choosing a transfer institution were location (88%) and cost efficiency (82%), while factors in baccalaureate university selection included location (94%) and academic reputation (93%); and (4) mean final semester grade point averages were 3.31 for two-year college transfers, 3.23 for native students, and 3.06 for four-year college transfers. Detailed results, correspondence, and the survey instrument are appended. (MAB)

ED 361 049 JC 930 435

Heckman, Richard T.
Cognitive Science, Learning Theory, and Technical Education.
PUB DATE- May 93
NOTE- 24p.; Paper presented at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (15th, Austin, TX, May 23-29, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

parent from the European-American than do the concepts of "authoritarian" and "restrictive." Subjects, 50 immigrant English-speaking Chinese mothers mostly from Taipei, Taiwan with preschool children and 50 European-American mothers with preschool-aged children in the west Los Angeles area, completed parental control, authoritarian, and authoritative scales derived from Block's Child Rearing Practices Report. Subjects also completed demographic and background measures and a 13-item child-training questionnaire that focused on two areas: ideologies on child development and learning, and ideologies on the mother-child relationship. This questionnaire was developed from concepts of "chiao shun" and "guan." Results showed that the Chinese scored significantly higher than the European-Americans on measures for parental control and authoritarian parenting style, but not for the authoritative parenting style. The Chinese mothers also showed pronounced differences on the concept of "training." This finding indicates that the concept of training has distinctive features that more adequately describe the Chinese beyond the authoritarian concept, because the authoritarian concept has evolved from a sociocultural context that differs from Chinese culture. (MM)

ED 361 066 PS 021 568

Linney, Jean Ann; Brondino, Michael J.
School Transitions among Youth at Risk for Substance Abuse.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Mar 93
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *High Risk Students; High Schools; *High School Students; *Intervention; Junior High Schools; *Junior High School Students; Longitudinal Studies; Middle Schools; School Orientation; *Student Adjustment; *Substance Abuse
IDENTIFIERS- *Middle School Students; New Students

Using data from a larger intervention study of youth at risk for substance abuse, this study examined the impact of school transition on middle school and high school youth at high risk for alcohol and other drug abuse. Subjects for the larger study were 279 students from 30 secondary schools; approximately 10 students from each school were identified as high risk for substance abuse and participated in the intervention program. Data were collected three times: in the fall and spring of 1987, and in the spring of 1988. Between the 1987 and 1988 assessments, 46 youths transitioned from middle school to high school, i.e., from eighth to ninth grade. Of these students, 30 changed schools and 16 remained in the same secondary school. School transition effects were examined by comparing the group of students who changed schools between eighth and ninth grade with the group of same-aged students who did not change schools. Assessments for the intervention study included measures of behavioral coping skills; self-reports of behavior, attitudes, and substance abuse; grades and school attendance; and teacher ratings of behavior. Analysis revealed no significant differences between the school transition group and the chronologically similar comparison group. Subjects' participation in the intervention program prior to school transition may have had some preventive utility relative to tasks consisted of one activity that pretesting had shown preschoolers considered "fun" and one considered "not so fun." The children were instructed to give a reward to one of the two dolls in each pair that performed the tasks, and to determine which doll was working and which was playing. Unexpectedly, while children were able to distinguish between work and play tasks, they were no more likely to reward the doll who was working than they were the doll who was playing. The results appear to demonstrate that young children have not yet developed an understanding that rewards are typically paired with undesirable, work-like activities. (MDM)

ED 361 085 PS 021 595

A Planning Guide for Food Service in Child Care Centers. Revised.
PUB DATE- Jul 89
NOTE- 38p.; For an earlier guide, see ED 138 366.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; *Child Health; Children; *Day Care Centers; Early Childhood Education; Eating Habits; *Food; *Food Service; Hygiene; *Nutrition
IDENTIFIERS- *Child Care Food Program; Choking; Food Preparation; Food Selection; Meal Programs; Meal Requirements; *Menu Planning

This guide provides information to help child care centers and outside-school-hours care centers in the Child Care Food Program plan their food service operations. The guide covers the following topics: (1) guidelines for planning food for a day and daily meal patterns; (2) guidelines for planning menus; (3) suggested menus for young children; (4) tips on food purchasing; (5) instructions for food preparation; (6) sanitation guidelines; (7) tips on making mealtime enjoyable; (8) nutrition education guidelines; and (9) suggestions for planning food for infants. Resources for additional information on food preparation, as well as sample and blank menu planning work sheets and a menu evaluation checklist, are provided. An appendix discusses how to prevent choking and what to do when a child is choking. (MM)

ED 361 086 PS 021 596

Feeding Infants: A Guide for Use in the Child Care Food Program.
PUB DATE- Dec 88
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; Child Health; *Day Care Centers; Eating Habits; *Food; *Food Service; Hygiene; Individual Development; *Infants; *Nutrition; Preschool Education
IDENTIFIERS- *Child Care Food Program; Feeding Skills; Food Preparation; Food Selection; *Infant Feeding; Meal Programs; Meal Requirements; Menu Planning

Developed for use by staff participating in the Child Care Food Program (CCFP), this guide presents information on infant development, infant nutrition, safe food handling, and infant meal pattern requirements. The guide has an easy-to-read

Activities; *Multicultural Education; *Sex Fairness; State Programs
IDENTIFIERS- Global Education; *Iowa State Department of Education

Designed to help early childhood and elementary educators in Iowa integrate multicultural, nonsexist, and global (MNG) perspectives into the existing curriculum, this paper discusses issues surrounding their integration and provides two extensive bibliographies of curriculum resources. First, the paper reviews the definition and purposes of MNG education according to the Iowa Department of Education and describes the Department's MNG goals and themes as follows: that students understand themselves and others as cultural beings in a cultural context; that students recognize diversity in the country and the world; that students understand the effect of group membership on values, attitudes, and behaviors; that students understand the dynamics of discrimination, bias, prejudice, and stereotype; and that students demonstrate skills for effective social action. The themes include global interdependence; human resources, values, and culture; the global environment and natural resources; global peace and conflict management; and change and alternative futures. For each goal and theme, the paper provides a summary of a relevant book and a list of creative activities for integrating the book into the curriculum. Finally, the paper includes two bibliographies of MNG resources: a 48-item bibliography organized by the 10 goals and themes, and a 358-item bibliography of works on other cultures organized by country or culture of origin. (BCY)

ED 361 107   PS 021 671

Spodek, Bernard, Ed.
Handbook of Research on the Education of Young Children.
PUB DATE- 93
NOTE- 568p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Child Development; *Curriculum Development; *Early Childhood Education; Educational Methods; *Educational Policy; *Educational Research; Multicultural Education; Play; Research Methodology; Student Evaluation; *Young Children
IDENTIFIERS- Educational Issues

This handbook is a compendium of current research findings in early childhood education (ECE) and contains 33 essays, divided into 4 parts, by leading scholars in the field. After a brief introduction, part 1 addresses child development and early education in five chapters: "Cognitive Development and ECE"; "Motor Development and Movement Skill Acquisition in ECE"; "There and Then, Intangible and Internal: Narratives in Early Childhood"; "Young Children's Peer Relationships"; and "The Emotional Basis of Learning." Part 2 covers the foundations of ECE curriculum and includes 11 chapters: "Curriculum Alternatives in ECE: A Historical Perspective"; "The Role of Play in Early Childhood Development and Education"; "Visions of Children as Language Users"; "Emerging Literacy in the Early Childhood Years"; "Fostering the Mathematical Learning of Young Children"; "Social Studies in ECE"; "The Arts and ECE"; "Music in ECE"; "Science in ECE"; "Multicultural Education for Young Children"; and "Electronic Media and ECE." Part 3 examines the foundations of ECE policy and includes 10 chapters: "Testing, Tracking, and Retaining Young Children"; "The Morass of School Readiness Screening: Research on Test Use and Test Validity"; "Play Environments for ECE"; "Child Care for Young Children";

5 involved and 5 noninvolved parents answer and return them directly. Of 245 surveys returned, 60 percent were from "active" parents or family members. Despite their designations as active and inactive, the groups differed little in terms of involvement. Overall, the surveys suggest more parent involvement than is generally assumed. Neither survey revealed many innovative practices, although the parent survey suggests the need for parent education, parenting classes, and culturally relevant activities. (SV)

ED 361 126 RC 019 033

Contreras, Frank
Texas/Montana Summer Distance Learning Pilot Project: "From the Lone Star to the Big Sky."
PUB DATE- 92
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; *Distance Education; Elementary Secondary Education; Interactive Video; *Migrant Education; *Migrant Programs; Pilot Projects; Pretests Posttests; *Program Evaluation; Program Implementation; Student Improvement
IDENTIFIERS- Montana; Texas; *Texas Assessment of Academic Skills

The Texas/Montana Distance Learning Project was a summer (1992) pilot program administered by the Texas Education Agency in collaboration with the Montana Office of Public Instruction. Targeted participants were children of migratory workers who attended Texas schools, but were living temporarily in Montana during the early summer. The goals of the project were: (1) to improve the success rate of migrant students who were in Montana during the summer and had not passed the Texas Assessment of Academic Skills (TAAS), a requirement for high school graduation; and (2) to demonstrate the feasibility of using distance learning as a viable instructional system for migrant students. Students at six Montana sites were instructed in reading, writing, and math by Texas teachers for 4 weeks through live, interactive television broadcast via satellite. Teacher-partners at the six sites were responsible for keeping students on task, helping the television teacher determine viability of activities, and implementing warm-up and follow-up activities before and after broadcasts. Sample TAAS tests were administered at the beginning and conclusion of the project. Staff evaluations and student test results indicate the project was successful in delivering relevant instruction and increasing test scores of the 92 elementary and 66 secondary Texas migrant students who participated. This report contains pre- and posttest scores, samples of students' work, TAAS instructional objectives, and contact lists for the project. (LP)

ED 361 127 RC 019 035

Migrant Counselor's Handbook, Grades 9-12. Fourth Revision.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 91
NOTE- 188p.; Printed on multi-colored paper.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

information and activities that are useful for teachers, parents, and children involved in migrant preschool education. Articles for teachers offer suggestions for language development, home visits, Even Start programs, developmentally appropriate kindergarten, and cultural sensitivity. Other articles address reading to children, dealing with children's grief, recognizing Latino strengths, and preventing problems in young children through appropriate early experiences. Information for parents covers discipline, involvement in school, nutrition, toy guns, television, reading to children, encouraging informal research, and recognizing problems and potential in children. Activities for children include games and worksheets on nutrition, hygiene, safety, dangerous creatures, and shapes, as well as a children's story to be read aloud. Contains artwork by migrant children. (KS)

ED 361 145 RC 019 280

Pindus, Nancy M.; And Others
Service for Migrant Children in the Health, Social Services, and Education Systems. Background Paper. Project Report.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- 22 Jul 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Coordination; Data Collection; Delivery Systems; *Educational Needs; Elementary Secondary Education; *Federal Programs; *Health Needs; *Migrant Children; Migrant Education; *Migrant Programs; Program Evaluation; Social Services

This paper identifies issues and needs related to services for migrant children based on a review of the literature and discussions with experts in the field. Background on migrant children includes definitions; demography; migrant data sources; and descriptions of federal migrant education, migrant health, and migrant Head Start programs. A chapter on the service needs of migrant children focuses on the areas of greatest need in education, social services, and health care. Service delivery issues include gaps in service delivery, possible models for coordination of services, barriers to successful service coordination, and factors facilitating coordination. Features of an ideal program of service coordination are listed. A section on program evaluation and data needs describes key data sources, recommends improvements in data systems, and identifies evaluation issues to be addressed. Appendices contain: (1) a background statement titled "Scope of Work: Services for Migrant Children in the Health, Social Services and Educational Systems"; (2) a 54-item bibliography; and (3) a list of members of the federal working group on health, educational, and social services to migrant children. (KS)

ED 361 146 RC 019 281

Tornadoes: Nature's Most Violent Storms. A Preparedness Guide Including Safety Information for Schools.
PUB DATE- Sep 92
NOTE- 13p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

connections across knowledge areas, and critical thinking skills. The community aspects of the small school, together with the need for academic coherence and interdisciplinary connections foster collegiality among teachers. While common sense and recent research clearly favor the small school environment, we remain wedded to powerful images of the comprehensive high school, spawned during the very different social and educational conditions of the 1950s. Moving beyond this nostalgic vision of "high school" may be the hardest step in educational improvement. (SV)

ED 361 164 RC 019 324

Walberg, Herbert J.
On Local Control: Is Bigger Better?
PUB DATE- 92
NOTE- 20p.; In: Source Book on School and District Size, Cost, and Quality, see RC 019 318.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Educational Finance; Educational Policy; Elementary Secondary Education; *Mathematics Achievement; Public Schools; *School District Size; *School Size; *State Aid; *State School District Relationship
IDENTIFIERS- Economies of Scale; Local Control; National Assessment of Educational Progress

The United States ranks first in the world among major industrialized nations in school costs and ranks nearly last in student achievement. Three massive changes in state educational policies during the last half century may account for this low educational productivity. From 1940 to 1990: (1) the number of U.S. school districts decreased 87 percent (from 117,108 to 15,367), while average district enrollment increased over 10 times from 217 students to 2,637; (2) the number of public schools decreased 69 percent (from approximately 200,000 to 62,037), while average enrollment increased over 4 times from 127 students to 653; and (3) the percentage of school revenues from state funding increased from 30 to 48 percent, now exceeding local revenues. Data from the National Assessment of Educational Progress and federal reports were analyzed for 37 states and the District of Columbia. Average state scores for grade 8 mathematics proficiency were significantly and negatively related to average school size, average district size, and percentage of educational funding (excluding federal funds) paid by the state. This finding is supported by a literature review covering research on economies and "diseconomies" of scale, the relationship of organizational size to efficiency and productivity, the growth of state educational bureaucracies, the influence of school size on educational outcomes, and the effects of "remote" educational funding on local control and accountability. (SV)

ED 361 165 SE 052 256

Environmental Education. A Special Study for the World Conference on Education for All.
PUB DATE- Jan 90
NOTE- 28p.; Paper presented at a Round Table of the World Conference on Education for All (Thailand, March 5-9, 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

exhibitors; a list of members of the Federal Task Force on EE; speaker, panel members, and National EE advisory council members biographies; a list of EPA Regional EE coordinators; a summary of U.S. EPA Office of EE activities; a copy of the National EE Act; and a list of national education goals. (MDH)

ED 361 182 SE 053 584

Lomask, Michal S.; And Others
The Safety Simulator: Scoring, Reliability and Validity of Interactive Videodisc-Based Assessment of Science Teachers.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 93
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; High Schools; *Interactive Video; Junior High Schools; Junior High School Students; Knowledge Level; *Laboratory Safety; Middle Schools; Science Activities; Science Education; Science Experiments; *Science Teachers; Secondary School Science; Secondary School Teachers; Simulation; *Teacher Behavior; *Teacher Evaluation; Teaching Methods; Test Reliability; Test Validity; Videodisks
IDENTIFIERS- *Interactive Videodisks; Pedagogical Content Knowledge; *Subject Content Knowledge

An experimental Interactive Video Disc (IVD) assessment program, funded partially by the National Science Foundation, was developed to assess science teachers' knowledge of safe management of lab facilities and activities. The IVD program contains two phases: (1) panoramic view of the lab room, including safety equipment and storage of chemicals; and (2) simulation of a typical lab general science activity, performed by four middle school students. Examinees, consisting of beginning and experienced science teachers, were asked to identify and verbally respond to a variety of safety events which were simulated in the IVD program. Examiners' verbal responses along with the video contexts in which they occurred, were recorded by the IVD system and transferred to conventional video tapes which were later used for scoring. Reliability of scores for the four different categories of safety (physical facilities, Chemicals, Lab techniques, and students' behavior) examined by calculating the mean correlation coefficients among three scorers, was found to be moderate to high. Evidence for content and construct validity were studied through job relatedness analysis, safety expert judgment and known group performance comparisons. Videodisk images of the panoramic and laboratory stages and safety simulator scoring sheets are included. Contains 19 references. (Author/MDH)

ED 361 183 SE 053 585

Good, Ronald G., Ed.; And Others
Toward a Research Base for Evolution Education: Report of a National Conference...Proceedings of the Evolution Education Research Conference (Baton Rouge, Louisiana, December 4-5, 1992).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Dec 92
NOTE- 275p.

Objective, and Background Information. Additional material includes a list of teacher resource centers, an annotated bibliography on children's books relating to aviation and space (contains 93 references), suggestions for using a constructible shuttle cabin with children, information about toys in space, and photographs. (PR)

ED 361 204 SE 053 619

Cobern, William W.
World View, Metaphysics, and Epistemology. Scientific Literacy and Cultural Studies Project, Working Paper No. 106.
PUB DATE- Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Comprehension; *Concept Formation; Elementary Secondary Education; *Epistemology; Misconceptions; Models; *Science Education
IDENTIFIERS- *Metaphysics; *World Views

It has been argued from world view theory that fundamental beliefs abut the world exert a powerful influence on how sense is made of events in the world. However, the nature of that influence has remained enigmatic. Hannah Arendt's distinction between thinking and comprehension, and knowing and apprehension provides a clarification. Thinking is the epistemological path to conceptual comprehension. Knowing is the metaphysical path to apprehension-to the acceptance of a concept as true or valid. Comprehension does not necessitate apprehension. One may reject a fully understood concept. The recent discussion in science education about world view is essentially a discussion about metaphysics. The importance to educational practice is this: Science educators are often at a loss to understand why some students fail to develop orthodox scientific conceptions even after the best of instruction. The argument from world view is that in some cases, it is not that the students fail to understand what is being taught (comprehension), they simply do not believe (apprehension). There are, thus, occasions when the careful epistemological explication of a concept is not sufficient to bring about learning. Instruction must also include a discussion of the metaphysical foundations that support epistemology. A model of the relationship between world view and conceptual change is included. Contains 20 references. (Author/MDH)

ED 361 205 SE 053 620

Kober, Nancy
What We Know about Science Teaching and Learning. EdTalk.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; Discussion (Teaching

Education; *Environmental Education; Nonformal Education; *Resource Materials; Thinking Skills; Water Pollution; *Water Quality; *Water Resources
IDENTIFIERS- Environmental Issues; Environmental Protection; Science Process Skills

Water quality is an environmental issue that has received increased attention in recent years and for which there is now a variety of educational materials. This guide was developed by the Water Curriculum Needs Assessment Project to help curriculum coordinators select and develop water quality training programs and curricula. The initial sections of the guide provide information for setting up a program that includes nine key water quality education topics and major subtopics; nine water education goals for youth; science process/content and developmental stages; a discussion of environmental thinking skills, instructional format choices, and academic disciplines; five environmental education goals for youth water curricula; six instructional format choices for youth water curricula; and methods of how to use curricula to create a youth water education program. The following section, making up the major portion of the guide, provides summaries of 63 reviewed curricula. Final sections provide lists of State/Regional reviewed curricula by state and title; reviewed curricula from national organizations; unique support materials for youth water education; and selected bibliographies for further information. A chart summarizes the 63 reviewed curricula for inclusion or exclusion of water quality education topics, environmental education goals, and instructional format. (MDH)

ED 361 225 SE 053 750

Blank, Rolf K.; Gruebel, Doreen
State Indicators of Science and Mathematics Education 1993. State and National Trends: New Indicators from the 1991-1992 School Year.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 119p.; For the 1990 report, see ED 337 345.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Class Size; *Educational Assessment; *Educational Trends; Elementary School Mathematics; Elementary School Science; Elementary School Students; Elementary Secondary Education; Enrollment Trends; Mathematics Achievement; *Mathematics Education; Mathematics Teachers; Minority Groups; *National Surveys; *Science Education; Science Teachers; Secondary School Mathematics; Secondary School Science; Secondary School Students; Sex Differences; Tables (Data); Teacher Certification; Teacher Characteristics; Teacher Education; Teacher Supply and Demand; Time on Task
IDENTIFIERS- Council of Chief State School Officers; *Educational Indicators; National Assessment of Educational Progress; Science Achievement; *State Mathematics Assessments

The Council of Chief State School Officers (CCSSO) is helping develop a system of state-by-state and national indicators of the condition of science and mathematics education in an effort to assist local, state, and national policymakers in making informed decisions. The report, "State Indicators of Science and Mathematics Education-1990," established baseline data for this system of indicators. This report includes the trends analysis of state-by-state science-mathematics indicators based without cooperative learning groups. Chapters 3 and 4 contain reviews of the literature that address effects of cooperative learning in classroom settings. Chapter 5, 6, and 7 focus on classroom teachers. In these three chapters teachers from first grade through secondary school discuss how cooperative learning has worked in their classrooms. They provide a unique perspective on how one can make the transition from using traditional teaching methods to becoming a successful user of cooperative learning. Practical ideas about how to implement cooperative learning in social studies classrooms are included, as well as some historical context for group learning. The final chapter features a dialogue of a group of teachers who are training to use cooperative learning. A position statement on ability grouping is included. (DK)

ED 361 244 SO 022 906

Istance, David
High-Quality Education and Training for All.
PUB DATE- 92
NOTE- 152p.; Material presented at the Ministerial level meeting of the Organisation for Economic Cooperation and Development Education Committee (Paris, France, November 13-14, 1990).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; *International Cooperation; *Lifelong Learning; *Teacher Characteristics; *Teachers; Vocational Education
IDENTIFIERS- Europe; North America; Organisation for Economic Cooperation Development; Pacific Region

The text of this report concentrates on areas of policy responsibility that are within the ambit of education authorities of the member countries of the Organisation for Economic Cooperation and Development (OECD). An underlying argument throughout is that OECD countries must become "learning societies" embracing all forms of education and training if they are to meet the challenges of the 21st century. Education must be of high quality not just in regular schools but also in the vocational and higher education institutions and in the training provided by public bodies and private enterprises. The OECD countries cannot afford to allow a large pool of their potential talent to lie unexploited. Education and training should be available widely and enjoyed recurrently throughout each person's lifespan. Both initial and recurrent education must be reinforced. The rapidity of structural and technological change and the decline of unskilled and semi-skilled work call for the continual renewal of knowledge and skills. The report argues that the 1990s should be a decade when substantial efforts are made to meet the learning needs of all, which implies giving priority to those who benefit least from education and training. The report is divided into three parts: (1) the ministerial debate on high quality education and training for all; (2) the analytical background; and (3) a statistical overview. The second section includes issues of economic and societal change, educational quality, and problems facing teachers such as shortage of personnel, decline of professionalism, and the increasing demands placed upon them. (DK)

ED 361 245 SO 022 907

the course is to empower prospective teachers to take on the challenges of change toward democracy in the Polish school system. The course is organized around seven features of the educational system: (1) the position and role of the teacher; (2) student rights and responsibilities; (3) parent participation in schools; (4) school and local community; (5) distribution of resources for education; (6) school as an organization and as a community; and (7) the role of schools in a democratic society. (DB)

ED 361 264 SO 023 264

Gravois, James M.
A Bibliography of Recent Federal Publications on Health Care Reform.
PUB DATE- 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Depository Libraries; Federal Government; Government (Administrative Body); Government Libraries; *Government Publications; Health; *Health Services

This annotated bibliography about health care reform is an attempt to list all federal government publications that focus on the topic, that have been issued since January, 1989, and that are held by U.S. Government Depository Libraries. The sources of the publications include: the Office of the President, the Department of Labor, the Department of Health and Human Services, the Congressional Budget Office, the General Accounting Office, the Office of Technology Assessment, and a variety of House and Senate committees. All citations include the title, SuDocs call number, length, and date. An appendix lists Regional U.S. Government Depository Libraries. (DB)

ED 361 265 SO 023 273

Miller, Barbara; Parisi, Lynn
Teaching about Law and Cultures: Japan, Southeast Asia (Hmong), and Mexico.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Cross Cultural Studies; *Cultural Awareness; *Cultural Differences; *Cultural Pluralism; Culture; Ethnic Groups; Foreign Countries; *Hmong People; Immigrants; Instructional Materials; Japanese Americans; *Law Related Education; Mexican Americans; Mexicans; Secondary Education
IDENTIFIERS- Asia (Southeast); *Japan; *Mexico

To meet the needs of students who are Asian and Hispanic refugees, as well as the needs of a democratic society, teachers must be able to teach effectively an understanding and appreciation of the U.S. legal and judicial system while acknowledging, responding to, and integrating the cultural backgrounds and experiences of a diverse student population. This program is the result of a statewide program to develop, test, and train teachers in an innovative approach to law-related education that integrates the teaching of law and

Implementation; Teacher Educator Education; Teacher Improvement
IDENTIFIERS- Professional Development Schools; University of Hawaii Manoa; *Working Together Toward Excel in Teach Educ HI

The overall goal of the Working Together towards Excellence in Teacher Education (WTTETE) program is to improve the quality of field-based experiences of teacher education students by improving the supervisory skills of the college and school professionals who supervise and coordinate those experiences. The program is a joint project of the Hawaii State Department of Education and the University of Hawaii at Manoa. WTTETE has four major goals: (1) to provide professional improvement opportunities for cooperating teachers (CTs) and observation/participation teachers (OPTs); (2) to recruit and retain qualified CTs and OPTs; (3) to provide professional development opportunities for the college coordinators; and (4) to develop long-range plans and management strategies that will facilitate successful implementation of program goals and objectives. Seventeen specific objectives have been derived from the four primary goals. The objectives include developing partnership schools, supporting faculty research, obtaining state funding, offering supervision courses and workshops, and obtaining stipends for participating teachers. Three underlying strategies have contributed to the program's success: (1) a management and evaluation system that requires active participation by faculty in development and assessment of goals and objectives; (2) a broad coalition of supporters; and (3) dedication to quality. Appendices include a course outline for the student teaching supervision course and statistical evaluation data. (IAH)

ED 361 284 SP 034 404

Cramer, Susan R.; Koskela, Ruth A.
The Clinical Supervision Cycle: A Component of Staff Development Programs.
PUB DATE- 16 Oct 92
NOTE- 14p.; Paper presented at the Annual Conference of the Mid-Western Educational Research Association (Chicago, IL, October 16, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Supervision (of Teachers); Educational Principles; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Mail Surveys; Middle Schools; *Staff Development; State Surveys; Teacher Evaluation; *Teacher Improvement
IDENTIFIERS- Wisconsin

Findings are reported from a statewide survey of middle and junior high schools in Wisconsin. The study had two major purposes: (1) to determine the extent to which the clinical supervision cycle was a component of staff development programs; and (2) to identify characteristics of existing clinical supervision practices within staff development programs. As defined for this study, the clinical supervision cycle has three components: preconference, observation, and postconference. Of the 136 principals who responded to the survey, 84 percent indicated that they had formal staff development programs at their schools and that 39 percent of these programs included the clinical supervision cycle. Although the original concept of clinical supervision, as outlined in the literature, does not view clinical supervision as evaluation, a significant number of respondents indicated constrained from doing so by specific policies. (JDD)

ED 361 303 SP 034 686

Clarken, Rodney H.
Computer Mediated Support for Student Teaching and First Year Teaching.
PUB DATE- Apr 93
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Computer Uses in Education; *Distance Education; *Electronic Mail; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Program Development; Program Evaluation; *Program Implementation; *Rural Education; *Seminars; Student Teachers; *Student Teaching; Teacher Education Programs
IDENTIFIERS- *Northern Michigan University

This paper describes computer-mediated distance learning experiments in field settings by a rural teacher education program, in which student teachers and a student teaching seminar leader at Northern Michigan University conferenced via electronic mail. Participating student teachers, who were teaching in schools 300 miles apart, were expected to read all class mail weekly and send at least one message to the class each week. Evaluation of the program found that some students faced major problems in getting the system to work, locating a place in the school to set up the computer, and making the necessary telephone connections from the school. Student teachers used the network primarily to share and communicate with their peers. Very little communication was directed either to or from the seminar instructor. Participants reported that the main advantage of the project was the ability to share experiences with one another, and the main disadvantage was the lack of face-to-face contact. The project was not successful in enlisting the participation of first-year teachers or supervising teachers, even though they were offered free use of hardware, software, and telephone lines. Program implementation recommendations are offered. (JDD)

ED 361 304 SP 034 687

Coulon, Stephen C.; Byra, Mark
Resolving the Student Teaching Dilemma: A Collaborative Approach.
PUB DATE- Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Communication (Thought Transfer); *Cooperating Teachers; Elementary Secondary Education; Higher Education; Physical Education; *Physical Education Teachers; Preservice Teacher Education; Program Improvement; Statewide Planning; *Student Teacher Supervisors; *Student Teaching; Teacher Educators
IDENTIFIERS- Communication Links; Preservice Teachers

A major goal of physical education teacher education (PETE) of terms, additional resources on HIV/AIDS and other communicable diseases, guidelines for effective HIV education, discussions of legal issues and policy development, universal precautions, illustrations for transparencies, and listings to teacher resources which contain approximately 100 references to print materials, 50 to video sources, and 50 to national and Texas organizations. (LL)

ED 361 321 SP 034 723

Amaragunasekara, S. D. L.
Teacher Education at a Distance in Sri Lanka.
PUB DATE- Nov 92
NOTE- 15p.; Paper presented at the World Conference of the International Council for Distance Education (16th, November 9-13, 1992). Possible legibility problems.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; *Distance Education; *Education Courses; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; Institutional Mission; *Institutional Role; Organizational Objectives; Teacher Recruitment; Teacher Shortage; Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Sri Lanka; *Sri Lanka Institute of Distance Education

As a result of an expanding school system in Sri Lanka, a demand arose for an increasing number of professional educators. To meet this need, untrained nongraduate persons were recruited into the teaching service. This paper describes the Department of Distance Education (DDE), an organization charged with the planning and implementatiion of initial professional teacher education courses, using the distance mode, to train non-graduate inservice teachers. The DDE's responsibilities are presented in terms of its seven main components: (1) student management--recruits students, tutors, and correspondence teachers, and records and monitors student progress; (2) course development--prepares and revises learning materials; (3) staff development--plans, implements, and follows up on staff development programs; (4) course production--produces and distributes learning materials; (5) study support--supervises and coordinates guidance and counseling and monitors assignments; (6) evaluation and research--prepares follow-up work for final examinations, conducts the practical examinations, evaluates the program, and collects and disseminates distance education literature; and (7) the computer section--computerizes data pertaining to distance education students and personnel, stores and distributes learning materials, evaluates research, and assists in word processing. (LL)

ED 361 322 SP 034 724

Nelson, Marguerite Hansen
Teacher Stories: Teaching Archetypes Revealed by Analysis.
PUB DATE- 93
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Choice; Elementary School Teachers; Elementary Secondary Education; *Personal Narratives;

Teacher Training Abroad: New Realities. Issues in Education.
PUB DATE- Oct 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; Economic Change; *Educational Change; Foreign Countries; Political Influences; Postsecondary Education; *Preservice Teacher Education; Program Descriptions; Secondary Education; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- England; France; Germany; Netherlands; *Reform Efforts; United States; Wales

This publication describes the systems that prepare secondary school teachers in five randomly selected countries: England, Wales, France, Germany, and The Netherlands. The most common theme among these teacher education programs is that the systems are in a constant state of change; the changes come mostly as nations try to adapt the ways they prepare their teachers for all kinds of new socioeconomic and political realities. This report presents an overview of the way these countries structure the education and training of secondary school teachers and illustrates some elements of change in the systems. Each description is followed by some commentary on recent changes in that system and by general remarks about several key developments getting under way. The paper concludes with a discussion of new realities teachers are confronted with on a daily basis. (Contains 21 references.) (LL)

ED 361 341 TM 020 195

Kelly, Deirdre M.
Secondary Power Source: High School Students as Participatory Researchers.
PUB DATE- Apr 93
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Democracy; Dropout Prevention; *Educational Researchers; Feminism; Group Dynamics; High Schools; *High School Students; *Nontraditional Education; *Participatory Research; *Power Structure; Racial Differences; Research Problems; Secondary School Teachers; Sex Differences; Social Class; *Student Participation

Conditions that foster and hinder participatory research are examined, using examples from one such research project aimed at dropout reduction undertaken with students in a "last chance" high school. The 13 student researchers sometimes used racial, gender, and social class differences to gain power and display undemocratic behavior within the group. Dilemmas arose as small-scale actions were implemented that seemed to threaten the power and authority of teachers and administrators both within the alternative school and the traditional high schools that fed into it. The limits to extending democracy to students through research are identified, drawing on recent theoretical work on feminist pedagogy and participatory research. It is concluded that youths need to be taken seriously as knowers and potential agents of change, and that adults who want to work with adolescent researchers need to model democratic teaching

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Administrator Role; Curriculum Development; Educational Change; Elementary Secondary Education; Evaluation Methods; Evaluators; Information Dissemination; *Parent Participation; *Participative Decision Making; Policy Formation; *School Based Management; School Districts; *Student Participation; *Teacher Participation; Urban Schools
IDENTIFIERS- *New York City Board of Education; Reform Efforts

School-Based Management/Shared Decision Making is a city-wide program supported by New York City Schools in collaboration with Bank Street College, based on the belief that students, parents, school staff, and communities have unique needs, and that these needs can best be addressed by these persons. Participating schools formed teams of administrators, teachers, other staff, parents, and, in some cases, students, to be decision-making bodies or teams in their schools. A research team was formed to capture the complexity of the venture in 13 schools. This document describes the operation of the decision-making teams and their dynamics and provides recommendations to enhance the process. Problems of drawing all decision-making team members into equal partnership in school-based management are documented, noting the tendency for principals and union representatives to fall back on their traditional authorities. Parents also faced problems working with school staff, particularly from school personnel who are unwilling to allow parents to have a say in curriculum development and areas of student learning. A major recommendation is that all decision-making team members should have access to information necessary for full participation. Another is that each decision-making team should include an appropriately trained and neutral evaluator to facilitate development and functioning. (SLD)

ED 361 361 TM 020 427

Cheung, K. C.
On Meaningful Measurement: Issues of Reliability and Validity from a Humanistic Constructivist Information-Processing Perspective.
PUB DATE- Aug 93
NOTE- 31p.; Paper presented at the International Seminar on Misconceptions and Educational Strategies in Science and Mathematics (3rd, Ithaca, NY, August 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Cognitive Processes; *Constructivism (Learning); Educational Assessment; Elementary Secondary Education; Error of Measurement; Evaluation Methods; Foreign Countries; *Humanistic Education; *Item Response Theory; Knowledge Level; *Measurement Techniques; Metacognition; Models; Student Evaluation; *Test Reliability; Test Validity
IDENTIFIERS- *Meaningful Measurement

In the past decade, there have been ample interests in the assessment of cognitive and affective processes and products for the purposes of meaningful learning. Meaningful measurement (MM) has been proposed which is in accordance with a humanistic constructivist information-processing perspective. Students' responses to the assessment tasks are evaluated according to an as did non-traditional activities. There were significant main effects for all groups except ability. Girls, African Americans, Hispanics, and students in the lower and upper grades reported more involvement in classroom activities than did boys, Anglo Americans, and seventh and eighth graders. Five tables and seven figures illustrate the findings. The student survey is also included. (Contains 16 references.) (SLD)

ED 361 379 TM 020 476

Chauvin, Sheila W.; Ellett, Chad D.
Teacher Receptivity to Change: An Empirical Examination of Construct Validity Using the Results of Large-Scale Factor Analyses.
PUB DATE- Feb 93
NOTE- 33p.; Paper presented at the Annual Meeting of the Louisiana Educational Research Association (New Orleans, LA, February 1993). For related documents, see TM 020 477-478.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Construct Validity; *Educational Change; *Elementary School Teachers; Elementary Secondary Education; *Factor Analysis; Factor Structure; Likert Scales; Mail Surveys; *Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- Cultural Change; Louisiana; Receptivity to Change; *Receptivity to Change Inventory; Reform Efforts; Teacher Surveys

This paper studied the construct validity of the Receptivity to Change Inventory (RCI) as a measure of teacher receptivity to change. The sample consisted of all teachers in 94 schools in 6 districts in southern Louisiana. Usable data were received from 1,921 teachers from elementary schools and secondary schools during the spring of 1992. The RCI, as adapted for teachers, consists of 50 statements reflecting suggested planned changes in elementary schools. Selected RCI items were content updated to reflect more contemporary, possible changes in schools and all school levels, and additional items were added and piloted. Teachers rated items on a five-point scale. The conceptual framework of the RCI was examined through a factor analysis, which failed to confirm the RCI as a unidimensional measure. Teacher receptivity to change may be better conceptualized as a two-dimensional construct. The content of items loading on each factor reflected distinct categories of change initiatives termed superficial/behavioral change and cultural/normative change. The two-dimensional conception of receptivity to change is compatible with the idea that teachers will tolerate some types of change, but will strongly resist changes that are perceived to alter or threaten established normative patterns and beliefs. The complexity of teacher receptivity may have important implications for change processes. Two tables summarize study findings. (Contains 32 references.) (SLD)

ED 361 380 TM 020 477

Chauvin, Sheila W.; Ellett, Chad D.
Principal Change Facilitator Style, Bureaucratic and Professional Orientations, and Teacher Receptivity to Change.
PUB DATE- Apr 93
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993). For related documents, see TM 020 476-478.
LANGUAGE- English

attempted to develop more courses with vocational relevance for adolescents. Growing from research projects under the Moderation and Assessment project, a new model of moderation is proposed. The new moderation, the reconciliation model of moderation, emphasizes that assessment/moderation is integral in the planning and teaching of courses and continuous with the process of delivery. Moderation by teachers in the context of a public examination allows for the monitoring and validation of teacher assessments of students. The proposed model emphasizes that moderation comes from and is responsible to both inside and external interests in the institution, and relies on a plurality of judgments. It is oriented to quality control, as it signals confidence and trust in teachers. Assessment and moderation are emphasized as serious management and staff training issues. Three figures illustrate the discussion. (Contains 12 references.) (SLD)

ED 361 398 TM 020 500

Martell, Richard F.; And Others
A Little Sex Bias Can Hurt Women a Lot.
PUB DATE- Aug 92
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; Decision Making; Effect Size; Employed Women; *Employment Practices; *Equal Opportunities (Jobs); Estimation (Mathematics); *Females; *Job Applicants; Mathematical Models; Personnel Evaluation; *Personnel Selection; *Sex Bias; Sex Differences; Sex Discrimination; Statistical Significance
IDENTIFIERS- Performance Based Evaluation; Variance (Statistical)

Relying on estimates of variance explained to assess the practical significance of research findings is now common practice. It is suggested that such estimates can offer an inaccurate picture, often underestimating the practical significance of statistically small effects. As an example, research on employment discrimination indicates that in non-traditional work settings women are generally judged less favorable than men. However, because the amount of variance due to sex is typically quite modest, the actual importance of sex bias effects has been questioned. Two numerical examples with 600 men and 600 women, and with 100 men and 100 women, respectively, demonstrate that even very small amounts of sex bias in hiring decisions and performance evaluations can have profoundly negative consequences for women. Computer simulations confirm this conclusion. It is hoped that researchers will not automatically discount the practical consequences of statistically small effects. Five tables and one figure illustrate the analyses. (Contains 32 references.) (SLD)

ED 361 399 TM 020 501

Thompson, Bruce; And Others
Lee's Typology of Love Styles: A Confirmatory Factor Analysis of the Hendrick-Hendrick Measure with Implications for Counseling.
PUB DATE- Apr 93
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16,

PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Censorship; Childrens Literature; Elementary Education; *Intellectual Freedom; Learning Resources Centers; *Librarians; *Library Material Selection; Library Surveys; *Media Specialists; Questionnaires; School Libraries; Statistical Analysis

IDENTIFIERS- *Georgia; *Library Policy

The purpose of this study was to determine if a gap exists between the perceived expectation that Georgia elementary media specialists support intellectual freedom and their practice of materials selection. Randomly chosen media specialists were sent a questionnaire, results of which were analyzed using descriptive statistics. The majority of the media specialists employ established criteria to select materials. Of those responding, 62.4% agreed that media specialists should articulate principles of intellectual freedom and oppose censorship. Close to half use their own political or aesthetic views when selecting materials. They have engaged in censorship in circumstances where the selection of materials would cause bad public relations or where language or sexual references could be offensive. Over half had placed materials on restricted use. Georgia elementary media specialists strongly feel that the nature of an elementary media specialist's job necessitates that some censorship take place. Nine out of 10 respondents reported that selection choices are a value judgement appropriate for their patrons as opposed to a First Amendment question. The research shows that the unique mission of the elementary media center has perpetuated a different interpretation of freedom of information due to budget constraints and to the young age of the media center patrons. A copy of the survey instrument and examples of open-ended responses are appended. (Contains 22 references.) (KRN)

DESCRIPTORS- *Academic Libraries; Annual Reports; Colleges; Community Colleges; *Comparative Analysis; Higher Education; Library Collections; Library Expenditures; Library Services; *Library Statistics; *Private Sector; *Public Sector; *State Surveys; Tables (Data); Universities
IDENTIFIERS- *Colorado; Integrated Postsecondary Education Data System

This edition of a statistical report on Colorado's academic libraries begins with a section of tables organized by sector (public or private) and board (governing board or agency) that includes library-by-library statistics as well as summary figures for boards and sectors. Following these tables are three sections of charts that illustrate how Colorado's university, college, and community college libraries rank on selected statistics. In contrast to previous reports strict sector and board comparisons were dropped for these charts to enable more reasonable comparisons. Data elements are those of the Integrated Post-Secondary Education Data System (IPEDS) to enable comparisons with other states when the figures are available, including: (1) library staff; (2) staff expenditures; (3) collection expenditures; (4) miscellaneous operating expenditures; (5) library collections; (6) annual library services; and (7) library services per typical week. The charts illustrating statistics and input-output measures are grouped for Colorado universities, colleges, and community colleges. (SLD)

An annotated guide is presented to reference sources of the McGill University libraries related to biographies of Canadians. The list begins with biographical dictionaries (45 sources) grouped according to contemporary Canadians, historical coverage, illustrated compilations, regional emphasis, and biographies of women. Six encyclopedias and handbooks are listed, and seven indexes and bibliographies are cited. Five genealogical sources are listed, and 23 sources are listed in special categories of author and ethnic group. (SLD)

DESCRIPTORS- Ancillary School Services; Budgets; College Planning; Community Characteristics; Community Colleges; Economic Factors; *Educational Finance; Educational Policy; Educational Technology; *Educational Trends; Enrollment; Enrollment Trends; *Environmental Scanning; *Futures (of Society); Institutional Characteristics; *Long Range Planning; *Organizational Development; Two Year Colleges
IDENTIFIERS- Ohio; Sinclair Community College OH

In the past, environmental scanning reports produced by Sinclair Community College (SCC) in Ohio were designed to provide a brief, eclectic, and provocative overview of major trends and issues likely to influence the development of the institution during the upcoming fiscal year. The 1993 Environmental Scan report speculates about long-term environmental forces affecting SCC to the year 2005. Data presented in the report are organized into the following 11 sections: service area demographics; economic and employment outlook; state higher education policy; access; enrollment; teaching/learning; student support services; human resources; infrastructure; vision and organization; and fiscal outlook. Selected findings include the following: (1) the principal demographic influence on the state and region will be the "middle aging" of baby boomers; (2) shifts in the economy will require individuals with technical, communication, management, and problem-solving skills largely attained through higher education; (3) to face the challenges of global competitiveness, Ohio must reverse its past history of under-investing in higher education; (4) SCC's orientation will shift from providing access to programs and credentials to providing access to knowledge; (5) by the year 2005, SCC's enrollment will increase by over 40%; (6) SCC will transform its focus on teaching to a focus on learning; and (7) digitized electronic technologies for interactive learning will be a major infrastructure consideration. Supplemental information making up more than half the document, consists of data tables and charts. (Contains 32 references to resources and sources.) (PAA)

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Budgeting; *Career Development; College Administration; *College Outcomes Assessment; *College Presidents; Community Colleges; Educational Finance; Educational Research; High Risk Students; Leadership Qualities; *Leadership Training; Professional Development; Program Effectiveness; Program Evaluation; Rural Schools; *School Orientation; Two Year Colleges; Two Year College Students
IDENTIFIERS- *North Carolina Community College System

The Executive Management Leadership Institute (EMLI) is a comprehensive sequence of modules designed to support development of administrators in the North Carolina Community College System. As part of the EMLI, participants complete a project demonstrating skill in applying research to the tasks of administration. This report presents three research papers completed by graduates of the EMLI program. The first paper, "An Analysis of the Career Paths of Mid-Atlantic Community College Presidents," by Kenneth Arnold Boham, describes a survey of 98 community college presidents to determine the perceived strategies by which individuals became presidents and any relationships between these strategies and selected socio-economic, familial, career record, and socio-psychological traits. Next, "Outcomes-Based and Results-Oriented Budgeting: A Case Study in a Small Rural Community College," by Loretta M. Church, describes a study conducted at Mayland Community College, in North Carolina, in which special budget allocations for developmental instruction, counseling, and educational assessment and placement were shown to have no impact on the academic persistence of developmental students. Finally, "The Effectiveness of College Orientation as Taught at Four North Carolina Community Colleges," by Matthew S. Garrett, presents results of a study comparing 87 pairs of first-time, degree-seeking two-year college students, concluding that the college orientation course had a positive impact on participants' retention and grade point averages. References for each paper are included. (PAA)

(120),Speeches, Conference Papers, "Papers Presented at..."
(150)

DESCRIPTORS- Behaviorism; *Cognitive Processes; *Cognitive Psychology; Curriculum Development; Educational Change; Educational Theories; Individual Development; *Learning Theories; Models; Nontraditional Students; *Role of Education; *Teaching Methods; *Technical Institutes; Two Year Colleges; Vocational Education

Students in higher education are faced with rapidly changing societal conditions. As the nature and structure of the workplace and the family have changed, the specific knowledge and skills people need for the future have become less predictable. Teachers can address these changing conditions by applying cognitive theory to learning and instructional delivery. Cognitive theory in this context implies that learning is a process of knowledge construction rather than knowledge absorption and storage. As applied to instruction, this approach should not focus on individual mental activity in isolation from the social and physical context, but recognize that skilled practical thinking incorporates features of the task environment (e.g., people, things, information) into the problem-solving system. Technical college students, who are generally older and who come to college with various experiential and environmental contexts, benefit from instructional designs which consider such contextual relationships. Of three models of instruction (i.e., instruction as transportation of knowledge, as application of algorithms, and as transfer of responsibility), the third approach is supported by cognitive theory. When instruction is viewed as a transfer of responsibility, the learner is led to assume independent responsibility for learning, and knowledge is constructed by learners using what they already know and have experienced. This model of instruction is effective with rapidly changing societal conditions since it supports the development of complex cognitive processes. (Contains 14 references.) (PAA)

school transition. (MM)

ED 361 067 PS 021 571

Davis, Pamela E.
Preschool Self-Concept in Head Start and Non-Head Start Children.
PUB DATE- 27 Mar 93
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Early Childhood Education; Evaluation Research; *Kindergarten Children; *Outcomes of Education; Parent Attitudes; Preschool Children; *Self Concept; *Self Concept Measures; Teacher Attitudes; Test Construction; Test Validity
IDENTIFIERS- *Project Head Start; *Self Description Questionnaire

As part of an empirical search for a practical self-concept scale that can be used with preschool children, the Self-Description Questionnaire (SDQ-I) was administered to a pilot group of kindergarten students in a rural Tennessee town. The study replicated the use of the SDQ-I with kindergarten children in Australia, which had demonstrated evidence of multi-dimensional self-concept in kindergartners. In the current study, the SDQ-I was administered to 25 Head Start and 26 non-Head Start children at the beginning of their kindergarten year. The children's parents and eight teachers were administered the Coopersmith Behavior Rating Form. Parents also completed the Rosenberg Self-Esteem Scale. Testing with the SDQ-I demonstrated no significant correlations with academic measures or with teacher behavior ratings. There were, however, significant correlations with parent behavior ratings. No significant differences were found between Head Start and non-Head Start children, with most of the children in both groups reporting extremely high self-concepts. Future directions include the modification of the items in the original SDQ-I to reduce the amount of administration time. The 64 items in the SDQ-I make the test prohibitively long for use with preschoolers, especially in conjunction with other tests. (AC) reference, covering general feeding issues as well as specifics of the CCFP infant meal pattern. All foods included in the infant meal pattern are discussed in detail, and are grouped according to the method of feeding: feeding by bottle, feeding of solid foods, and drinking from a cup. The guide includes a bibliography of 13 items and an appendix of handouts. All figures and handouts in the guide can be easily reproduced to distribute to family day care home providers, parents, or others who are responsible for feeding infants. (MM)

ED 361 087 PS 021 597

Hale, Judy A.
Interaction of Student Teacher with Kindergarten Males and Females.
PUB DATE- 26 Mar 93
NOTE- 11p.; Paper presented at the Annual Meeting of the Southern Early Childhood Association (Biloxi, MS, March 23-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Kindergarten; *Kindergarten Children; Preschool Teachers; Primary Education; *Sex Bias; Student Teacher Attitudes; Student Teachers; *Teacher Attitudes; *Teacher Behavior; *Teacher Student Relationship; Teaching Methods

This pilot study examined the treatment of kindergarten children by one student teacher to determine whether there were differences in the teacher's treatment of male and female children. Data were collected by observing and tape recording a kindergarten classroom in which a student teacher interacted with 10 male and 10 female students for a 30-minute time period. Frequency of interaction between the teacher and individual students was noted. The chi-square goodness of fit test was used to analyze the set of observed frequencies. Number of interactions between teacher and students was 49. Results showed that the student teacher interacted more frequently with males (42 times) than with females (7 times). The study includes strategies to alleviate classroom inequities. (MM)

"The Influence of Parents on Children's Development and Education"; "Portrait of a Changing Field: Policy and Practice in ECE"; "The Education of Linguistically and Culturally Diverse Children"; "Effective Preschool and Kindergarten Programs for Students At-Risk"; "Preparing Teachers for Early Childhood Programs"; and "Early Childhood Care and Development: Issues from the Developing Country Perspective." Part 4 addresses research strategies for ECE in six chapters: "Young Children and Measurement: Standardized and Nonstandardized Instruments in ECE"; "The Interpretive Voice: Qualitative Research in ECE"; "Studying Educational Settings"; "Trends in Demographic and Behavioral Research"; "The Research-Policy Connection: Moving Beyond Incrementalism"; and "Chinese and Japanese Kindergartens: Case Study in Comparative Research." Each chapter contains an extensive bibliography, and the volume itself has both name and subject indexes. (MDM)

ED 361 108 PS 021 674

Scholmerich, Axel; And Others
Behavioral Inhibition: Type or Continuum?
PUB DATE- Mar 93
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; Attachment Behavior; *Data Analysis; Dependency (Personality); Emotional Development; *Infant Behavior; *Infants; *Inhibition; *Research Methodology
IDENTIFIERS- *Continuous Variables; Discrete Variables

This study investigated whether behavioral inhibition is best conceptualized as a continuous variable or as a distinct typology with two or more subcategories. The following data were gathered on 58 infants at 5, 7, 10, and 13 months of age; physiological functioning (cardiovascular activity and salivary cortisol); emotional expressivity in response to several stimuli; maternal perception of the infant's temperament; mother-infant interaction; and, at 13 months, behavioral inhibition, attachment security, and dependency. Scatter-plots were used to determine whether the correlation between variables was produced by extreme groups or whether it appeared similar over the range of scores. Largely similar correlation patterns and few if any mean differences would suggest that inhibition is not a categorical dimension. Results revealed very little evidence supporting a discrete perspective on behavioral inhibition as measured by the laboratory procedure; rather, most evidence appeared to be compatible with a continuous perspective. (MM)

(055)
DESCRIPTORS- *Counseling Techniques; *Counselor Role; Credits; Dropout Prevention; *Educational Opportunities; *Educational Planning; Federal Programs; Financial Aid Applicants; Higher Education; *High Risk Students; High Schools; High School Students; Job Skills; Migrant Education; *Migrant Programs
IDENTIFIERS- *Migrant Student Record Transfer System; Texas

The fourth revised edition of the migrant counselor's handbook emphasizes administration of the migrant counselor's duties, knowledge of procedures, and functional aids to carrying out work with migrant students. Part I provides definitions, explains counselor responsibilities and procedures, and includes in-state and out-of-state programs and financial aid opportunities for migrant students. Part II contains a counseling management system that includes suggested yearly calendars and timelines for the counselor's duties in the academic, social, and career domains. Part III offers counseling techniques and activities in the areas of self-concept, self-awareness and personal planning, decision making, values, career education, communication, and coordination. A bibliography contains 32 references. Appendices include: (1) legislative history and legal compliance; (2) a migrant-program counselor's flow chart; (3) a student inventory of guidance awareness; (4) a counseling and guidance student services form; (5) a record of counseling session form; (6) a teacher referral form; and (7) a glossary. (KS)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; *Emergency Programs; *Natural Disasters; Safety; *Safety Education; *School Safety; *Weather

IDENTIFIERS- *Tornadoes; Tornado Protection

This preparedness guide explains and describes tornadoes, and includes safety information for schools. A tornado is defined as a violently rotating column of air extending from a thunderstorm to the ground. The guide explains the cause of tornadoes, provides diagrams of how they form, describes variations of tornadoes, and classifies tornadoes by strength. Maps and statistics are given for several outbreaks across the United States. The guide shows how weather radar provides information on developing storms. Maps and charts reveal the frequency of tornadoes and number of deaths caused by tornadoes in each state. The public can stay informed about storms by listening to weather radio or other media. Environmental clues are a dark, often greenish sky, a wall cloud, large hail, or a loud roar. Dangers that often accompany thunderstorms are flash floods, lightning, damaging winds, and large hail. Suggestions are given for safety before and during a tornado. Every school should develop a severe weather action plan and have frequent drills. Hospitals, nursing homes, and other institutions should develop a similar plan. A family disaster plan involves the following steps: (1) gather information about hazards; (2) meet with your family to create a plan; (3) implement your plan; and (4) practice and maintain your plan. Contains numerous photographs. (KS)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Educational Objectives; Educational Strategies; Elementary Secondary Education; *Environmental Education; Mass Media Role; *Nonformal Education; Professional Development; Professional Education
IDENTIFIERS- International Environmental Education Programme; Target Populations; UNESCO

This document presents an overview of environmental education (EE) with special reference to basic education. An introduction gives a general definition of environmental education and discusses its relationship to basic education, functional literacy, and sustainable development. The remainder of the document is divided into seven sections. The first section discusses the evolution of the concept of EE. The second section identifies the ultimate aims of EE: environmental literacy, national awareness of EE issues, and individual responsibility. The third section provides a list of objectives and characteristics of EE. The fourth section identifies three target groups of EE and training: the publics; specific occupational or social groups; and professionals and scientists. The fifth section discusses curricular and instructional problems in developing EE. The sixth section presents six strategies for the development of EE at the national level: (1) incorporating EE into all sectors and levels of education; (2) general education of the public through formal and nonformal education; (3) EE for specific professional groups; (4) training of personnel for the development of EE; (5) use of educational research in the development of EE; and (6) use of mass media in meeting basic EE needs. The final section presents the priority aspects of international cooperation and the contribution of the United Nations system, especially the UNESCO-UNEP International EE Program, in the development of EE. Contains 15 references. (MDH)

LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biology; College Science; Conference Proceedings; Educational Change; Educational Research; Elementary Secondary Education; *Evolution; Higher Education; High Schools; Science Curriculum; *Science Education; *Science Instruction; *Scientific Concepts; Secondary School Science
IDENTIFIERS- Project 2061 (AAAS)

This book is composed of the following: materials used before and during a conference on evolution education, a proposed agenda for evolution education research, and related recommendations for evolution education research that arose from the conference. Abstracts of seven articles on evolution education, a literature review, and a section "Teaching Evolution" are given in Appendix A. Appendix B, Questions and Problems Facing Evolution Education, contains papers solicited from and mailed to participants before the conference. Appendix C, Example Questions for a Research Agenda, was adapted from Appendix B. Appendix D lists the working groups of participants, and Appendix E contains the paper "Project 2061 and LSU's Evolution Education Research." Appendix F contains research agendas for evolution education that were proposed by the working groups. (PR)

Technique); Elementary Secondary Education; *Equal Education; Evaluation Methods; Females; Homework; Instructional Materials; Limited English Speaking; Minority Group Children; Parent Attitudes; *Parent Participation; School Business Relationship; *School Community Relationship; Science and Society; Science Education; *Science Instruction; Science Teachers; Student Attitudes; Student Evaluation; Student Motivation; Teaching Methods
IDENTIFIERS- *Science Education Research

This document tries to answer some of the most frequently asked questions about the teaching and learning of science in order to provide parents and community leaders a base of information to help improve science education. Questions are posed in three major areas: science in American education; science in the classroom; and science in the home and community. Questions involving science in American education address the issues of the importance of science, the need for change, new directions in science education, and systemic reform. Questions involving science in the classroom address the issues of essential science skills and knowledge needed by students; student attitudes and motivation; equity for female, minority, limited English proficient, and disabled students in science; instructional methods that promote science learning; instructional materials; improved assessment methods; teacher requirements and needs; and teacher and community collaboration. Questions involving science in the home and community address the issues of parental attitudes; parent involvement; and community and business involvement. Additional resources provided include a list of 8 major reports and studies produced by scientific, education, and business groups, and 73 references listed alphabetically and by section. (MDH) on data collected from the National Assessment of Educational Progress (NAEP), the 1991 Schools and Staffing Survey, and CCSSO data collected from state departments of education. Current data is reported on five key educational indicators: student outcomes, curriculum, course enrollments, teacher supply and quality, and school conditions. Student outcome indicators include mathematics proficiency on NAEP and Advanced Placement results. Curriculum content indicators include an opportunity to learn index and teacher emphasis on areas of mathematics. Instructional time and participation indicators include elementary class time on science and mathematics, science and mathematics course enrollments, trends in course enrollments from 1990 to 1992, and equity in science and mathematics opportunities for students. Teacher quality, supply, and shortage indicators include teacher supply in mathematics and science, equity in the teaching force, and teacher preparation in science and mathematics. School condition indicators include class size, teachers' perceptions of the availability of materials and resources, and use of calculators. Appendices, making up half of the report, contain 39 tables with course enrollments in public schools and characteristics of teachers in public school by state, a technical appendix, and a directory of state course titles by reporting categories. Contains 75 references. (MDH)

Leonard, Angela M., Ed.
Antislavery Materials at Bowdoin College. A Finding Aid.
PUB DATE- 91
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Biographies; Black Achievement; *Black History; *Blacks; Black Studies; Higher Education; Local History; Primary Sources; *Racial Discrimination; *Racial Relations; *Slavery; Student Developed Materials; United States History
IDENTIFIERS- *Abolitionism; *Bowdoin College ME; Maine

This bibliography was assembled by a history and Afro-American studies class at Bowdoin College (Maine). The document emphasizes primary sources on antislavery from the manuscript collection of the college. The guide lists 38 graduates of the college including well known figures such as Nathaniel Hawthorne and Henry Wadsworth Longfellow, as well as John Brown Russwurm, the first black person to graduate from the college. The listings include letters by such prominent blacks as Frederick Douglass, Sojourner Truth, and Booker T. Washington. The work is divided into informative sections covering: (1) Bowdoin resource facilities, (2) Bowdoin alumni, (3) Bowdoin student organizations, (4) Bowdoin overseers, trustees, and presidents, (5) Bowdoin faculty and administrators, (6) Maine antislavers, and (7) major figures in antislavery. Three appendixes list individual collections. The first includes a list of general holdings dealing with Bowdoin and Maine Antislavers. This section lists reformers who cannot be linked to antislavery by primary documents available in the college's special collections. Secondary references denote their antislavery ties, but it is not clear whether materials that are still in circulation would make the connection. Biographical sketches of the authors of letters and other materials are offered, along with reproductions of portraits and photographs when available. The second appendix lists first editions of rare antislavery literature including journals, church and society reports and monographs. Journals in the collection range from about 1825 through 1866. The final appendix consists of correspondence between William Pitt Fessenden and Samuel Fessenden relating to the slave issue. (DK) culture. The program focused on materials, strategies, teacher training, and community partnerships for teaching law-related education through an exploration of law and culture in the United States and three societies strongly represented in Colorado's population: Mexico, Japan, and Southeast Asia (Hmong). An outline is included to be used as a structural framework to guide the analysis of legal systems. Areas for consideration include the concept, purpose, and source of law in the culture, the judicial structure, the role of the cultural economic philosophy with regard to the formal legal system, and specific applications of the law. Lessons include objectives, handouts to be used, activities, and teacher background information. Units concentrate on history, geography and map skills, cultural differences and customs, and how ethnic customs should be viewed and treated in court when they conflict with federal or state laws. Units on Mexico cover the legal and political history of that country. Immigration is examined from Mexican and U.S. views. (DK)

that, at their schools, clinical supervision was used for assessment and evaluation. The data also indicated that, at many schools, the clinical supervision cycle was used to assist teacher growth and development. (Contains 18 references.) (IAH)

ED 361 285 SP 034 454

Woloszyk, Carl A.; Davis, Suzanne
Implementing Institutional Change through the Professional Development School Concept.
PUB DATE- 25 Feb 93
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (San Diego, CA, February 24-27, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College School Cooperation; Educational Change; Educational Principles; Elementary Secondary Education; *Faculty Development; Higher Education; Laboratory Schools; *Preservice Teacher Education; *Program Development; School Restructuring; *School Role; *Schools of Education
IDENTIFIERS- *Professional Development Schools

The recruitment, selection, and preparation of teachers, counselors, and administrators are among the areas within the educational establishment which are subject to change. The Holmes Group, a consortium of nearly 100 American research universities, which addressed its attention to improving teacher preparation programs as a step toward improving schooling, advocates establishment of professional development schools (PDSs) and outlines six principles which are fundamental to the design of PDSs. These schools, which are analogous to teaching hospitals in the medical profession, are considered vehicles that provide necessary linkages between colleges of education and public schools. Although PDSs are new and unique institutions, there are precedents for them in educational history, particularly within the laboratory school movement. PDSs are intended to be places of demonstration, inquiry, and self-renewal that are collaboratively operated by school and college personnel and reflect real societal conditions. Establishing a PDS is a complex and challenging endeavor for both schools and colleges. Certain activities and planning steps are recommended for successful implementation of a PDS by a school-university partnership. These steps include: analyzing the situation, choosing a task force, securing commitment from the college, and making recommendations. Because establishing a PDS involves a serious commitment on the part of a university and its college of education, the implications and responsibilities attendant to this commitment should be considered carefully. (IAH)

programs is to develop future teachers who can demonstrate effective decision-making tendencies and instructional behaviors. The student teaching experience allows preservice teachers to advance their instructional skills while gaining confidence and competence, and it provides an opportunity to discuss social, ethical, and political issues related to the process of schooling. The purpose of this paper is to describe the efforts put forth by faculty from one PETE program and from physical education teachers throughout the state to improve the student teaching experience via the development of a statewide communication network. The network of university faculty and state physical educators was developed with the initial emphasis on training cooperating teachers to be effective student teacher supervisors and on establishing channels that would allow for continual communication between university faculty and physical education teachers throughout the state. Implementation of the communication network hinged on university cooperation and statewide collaboration. (Contains 45 references.) (Author/LL)

Perspective Taking; *Reminiscence; Secondary School Teachers; Story Telling; *Teacher Attitudes; Teacher Recruitment; *Teaching (Occupation); *Teaching Experience

IDENTIFIERS- Archetypes; *Experienced Teachers; *Teaching Perspectives

This book analyzes a collection of 147 stories from more than 50 teachers about memorable moments in their teaching careers. Recurrent themes from these stories, depicting the interactive nature of teaching, the teaching-learning process, and the rewards of teaching, are categorized. Because the work of teachers is generally devalued and misrepresented, and teachers' earning potential is lower than that in other professions, it is considered important to provide insight into teachers' experiences in order to attract capable students to teaching as a career. An introductory chapter shares the author's inspiration for the project; chapter 2 describes implementation of the research and introduces the participants; chapter 3 completes preparation for reading the stories by presenting an argument for their authenticity and by indicating why and how the stories were categorized according to themes; chapters 4 and 5 offer a sampling of the stories reflecting the interactive and interpersonal nature of teaching; chapters 6 and 7 reveal how teachers describe their work and what makes them value it; and chapter 8 reflects on the results--interpretations, cautions, implications, and applications. (Contains approximately 150 references.) (LL)

and leadership. (Contains 33 references.) (Author/SLD)

ED 361 342   TM 020 250

Morgan, Beverly D.
The Correlation between ACT Composite Scores and Grade Point Averages of First-Time College Freshmen after the First Year of Study at an Urban State University in Illinois.
PUB DATE- 92
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Rank; College Admission; College Entrance Examinations; *College Freshmen; *Correlation; *Decision Making; *Grade Point Average; Higher Education; High Schools; *Predictor Variables; State Universities; Statistical Significance; Test Results; Urban Universities
IDENTIFIERS- *American College Testing Program; *Composite Scores; Illinois

The relationship between scores on the American College Test (ACT) and grade point averages of first-time college freshmen after the first year of study was investigated by correlating ACT composite scores and grade point averages (GPAs). ACT scores and GPAs were obtained for 100 first-time freshmen at an urban state university in Illinois. There is a statistically significant, but low, correlation between ACT composite scores and GPA of college freshmen at the end of the freshman year. Findings also suggest that other intervening factors could have a predictive influence on college GPA, and that high school rank and high school GPA are among them. Findings further suggest that the university may want to examine the possibility of implementing an enhanced and multifaceted approach to the initial admission decision. One table summarizes study findings. (Contains 13 references.) (SLD) item response measurement model, together with a hypothesized model detailing the progressive forms of knowing/competence under examination. There is a possibility of incorporating student errors and alternative frameworks into these evaluation procedures. Meaningful measurement drives us to examine the composite concepts of "ability" and "difficulty." Under the rubric of meaningful measurement, validity assessment (i.e. internal and external validities) is essentially the same as an inquiry into the meanings afforded by the measurements. Reliability, measured in terms of standard errors of measurement, is guaranteed within acceptable limits if testing validity is secured. Further evidences of validity may be provided by in-depth analyses of how "epistemic subjects" of different levels of competence and proficiency engage in different types of assessment tasks, where affective and metacognitive behaviors may be examined as well. These ways of understanding MM can be codified by proposing a three-level conceptualization of MM, where reliability and validity are central issues for an explication of this conceptualization. (Author)

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Attitude Measures; Change Agents; *Elementary School Teachers; Elementary Secondary Education; *Factor Analysis; Factor Structure; Instructional Leadership; *Leadership Styles; Mail Surveys; *Principals; Professional Autonomy; Questionnaires; *Secondary School Teachers; *Teacher Attitudes; Test Reliability
IDENTIFIERS- Attitudes of Professional Autonomy Scale; Bureaucratic Orientation Scale; Change Facilitator Style Questionnaire; *Facilitators; Louisiana; Receptivity to Change Inventory; Teacher Surveys

Conceptions of principal change facilitator style (PCFS) and bureaucratic and professional role orientations (BPROs) are used to explore the construct of teacher receptivity to change (TRC) and the relationships among teacher perceptions of PCFS and their perceptions of receptivity to change. Part I of the study analyzed and refined the instruments. Part II analyzed planned organizational change, TRC, principal leadership, PCFS, and BPROs. A total of 1,921 usable responses to a survey were received during the spring of 1992 from elementary school and secondary school teachers in 81 schools in Louisiana. Data were collected through the Receptivity to Change Inventory, the Attitudes of Professional Autonomy Scale, the Bureaucratic Orientation Scale, and the Change Facilitator Style Questionnaire. Seven kinds of statistical analyses, including factor analyses, reliability analyses, and analysis of variance, were conducted. Results of the study suggest that TRC is not unidimensional, but is at least two-dimensional. The change facilitator style construct is not confirmed as multidimensional, and the Change Facilitator Style Questionnaire is strongly confirmed as a measure of change facilitator style. Results raise questions about the conceptualization of teachers' professional orientations. Overall, findings support PCFS as a potent variable for understanding TRC, although the relationships among the variables are not those found in the literature on change. Three figures illustrate the discussion. (Contains 44 references.) (SLD)

1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; Factor Structure; Graduate Students; Higher Education; *Love; Matrices; Maximum Likelihood Statistics; *Measures (Individuals); Models; *Test Validity; Undergraduate Students
IDENTIFIERS- Confirmatory Factor Analysis; LISREL Computer Program; *Typology of Love Styles (Lee)

Love is among the most fundamental aspects of the experience of being human, but measures of perceptions of the experience of love have only recently been explored. One of the most popular measures was developed by C. Hendrick and S. Hendrick. Most previous studies of the measure have used exploratory factor analysis and orthogonal factor rotation. In the present study, confirmatory factor analytic methods were conducted using the LISREL program. Results with 185 undergraduate and graduate students (69.2 percent female, and 83.2 percent non-minority) support a view that a more appropriate model might be a "G," or General factor theory, and a model in which love styles are correlated. Two tables present tests of model fit and items sorted by factor loading. Appendixes contain the variance-covariance matrix, LISREL maximum likelihood estimates and matrices, and modification indices for the factor matrix. (Contains 33 references.) (SLD)

ED 361 400 TM 020 503

North Carolina Minimum Skills Diagnostic Testing Program. Administrative Information, 1992-93.
PUB DATE- 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Achievement Tests; *Diagnostic Tests; Educational Objectives; Elementary Secondary Education; *Minimum Competency Testing; *Program Administration; Program Implementation; Remedial Instruction; Scoring; *State Programs; *Testing Programs
IDENTIFIERS- *North Carolina Minimum Skills Diagnostic Tests

Information is presented regarding the administration of the North Carolina Minimum Skills Diagnostic Testing Program. This testing program, mandated by the state's basic education program under the Secondary School Reform Act of 1984, checks the necessity for remediation by determining a student's mastery of specific objectives and diagnoses specific deficiencies in a student's achievement. This report presents information on the following topics: (1) program management; (2) duties and responsibilities of the test coordinator; (3) objectives for the testing program for grades 3, 6, and 8; (4) guidelines for test storage and inventory systems; (5) information on scanning and scoring; and (6) promotion standards for North Carolina's public schools. (SLD)

ED 361 401 TM 020 504

How North Carolina Ranks Educationally among the Fifty States, 1992.
PUB DATE- 93
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; *Comparative Analysis; Educational Finance; *Educational Trends; Elementary Secondary Education; Enrollment; Expenditures; Income; Institutional Characteristics; *Public Schools; *School Statistics; State Government; State Programs; State Surveys; Tables (Data); Teacher Supply and Demand; Trend Analysis
IDENTIFIERS- *North Carolina; *Ranking; Rank Order

Rankings are provided for North Carolina schools on the following educational characteristics: (1) population; (2) enrollment and attendance; (3) faculty; (4) general financial resources; (5) governmental revenue; (6) school revenue; (7) governmental expenditures and debt; (8) school expenditures; and (9) miscellaneous. Data in each area are followed by tables of educational trends in North Carolina. Over 100 statistics related to public education are presented to indicate the scope of public education, available and allocated resources, and results of the system of public education. For each statistic, North Carolina's rank and the figure on which rank is based are given, as well as figures for the highest and lowest ranking states. Information was generally derived from "Rankings of the States, 1992," by the National Education Association. Fourteen charts present the educational statistics. (SLD)

ED 361 420 UD 029 429

Ponterotto, Joseph G.; Pedersen, Paul B.
Preventing Prejudice. A Guide for Counselors and Educators. Multicultural Aspects of Counseling Series 2.
PUB DATE- 93
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affirmative Action; Attitude Measures; *Counselors; Cultural Awareness; Cultural Differences; Elementary Secondary Education; *Ethnic Bias; Intervention; *Multicultural Education; *Prevention; *Racial Bias; Racial Discrimination; Racial Identification; Racial Relations; Resource Materials; Teaching Guides

A model and a mechanism are presented for improving interracial and multiethnic relations. The need for multicultural awareness programs to be preventive, developmental, and long-term is emphasized. A comprehensive theoretical context of racial and ethnic identity serves as the foundation for planning and directing multicultural programs. Part 1, "Understanding Prejudice and Racism," includes three chapters that provide the background needed to understand prejudice and racism. In Part 2, "Racial/Ethnic Identity Development," two chapters provide the theoretical basis for work in multicultural awareness and prejudice prevention. A pragmatic approach is the focus of Parts 3 and 4. Part 3 outlines intervention roles for counselors and educators, with a series of developmentally sequenced exercises. Part 4 contains an overview of the leading assessment instruments and resources for use in multicultural education. Appendixes contain the Social Attitudes Scale and the Multicultural Counseling Awareness Scale. Contains 234 references. (SLD)

ED 361 421 UD 029 430

Biklen, Sari Knopp, Ed.; Pollard, Diane, Ed.
Gender and Education. Ninety-Second Yearbook of the Society for the Study of Education. Part I.
PUB DATE- 15 Jun 93
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; Adolescents; *Cultural Differences; *Educational Discrimination; Elementary Secondary Education; *Equal Education; *Feminism; Information Technology; *Multicultural Education; Public Schools; Sex Differences; *Sex Discrimination; Sexual Abuse; Sexual Harassment; Womens Studies

This yearbook provides an overview of scholarship in the area of gender in education. A feminist point of view characterizes the approach, recognizing the pluralism of the feminist movement. A recurrent theme is that considerations of gender are not complete without recognition of other factors. Chapters include: (1) "Sex, Gender, Feminism, and Education" (Sari K. Biklen and Diane Pollard); (2) "Historical and Contemporary

California's Approach to Delinquent and High-Risk Youth" (Peter W. Greenwood); (9) "Street Drug Markets in Inner-City Neighborhoods: Matching Policy to Reality" (Peter H. Reuter and Robert J. MacCoun); (10) "Financing Public Services in Los Angeles" (Preston Niblack and Peter J. E. Stan); (11) "Needed: A Federal Role in Helping Communities Cope with Immigration" (Georges Vernez); (12) "Providing Health Care for the Uninsured and Underinsured in Los Angeles County" (Robert E. Tranquada and Peter A. Glassman); and (13) "Getting Nowhere: Homeless People, Aimless Policy" (Paul Koegel and Audrey Burnam). Information on the contributors is included. (Contains 52 references.) (JB)

ED 361 440 UD 029 451

Nieto, Sonia
Affirming Diversity: The Sociopolitical Context of Multicultural Education.
PUB DATE- 92
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Case Studies; Cultural Differences; Cultural Influences; *Cultural Pluralism; Educational Change; Educational Discrimination; Educational Environment; Educationally Disadvantaged; Elementary Secondary Education; *Equal Education; *Multicultural Education; *Nondiscriminatory Education; *Political Influences; Politics of Education; Racial Discrimination; *Social Influences
IDENTIFIERS- Diversity (Student); Language Minorities; *Self Affirmation

This book explores the meaning, necessity, and benefits of multicultural education for students from all cultural backgrounds. The constant and complex interplay and interactions among personal, social, political, and educational factors in exploring the success or failure of students in schools and the benefits of multicultural education are considered. In Part I, the author develops a conceptual framework for multicultural education in the sociopolitical context and emphasizes structural and cultural factors in schooling as well as individual and group responses to education. This section focuses on understanding the myriad forces that may affect the school achievement of students. Case studies appear throughout to highlight salient issues. Part II focuses on the implications of the case studies for teaching and learning. Using the definition of multicultural education developed in the first section, the author presents a rationale for multicultural education as a way of equalizing educational experiences. This section also explores school and home life and conflicting expectations, collaboration for positive student achievement, ways to remove barriers that inhibit learning, suggestions for developing environments that foster high-quality education, multicultural education as a process, and a model of multicultural education that affirms all students. (Contains 366 references.) (JB)

ED 361 441 UD 029 452

Lee, Robert B.
A Comprehensive Review of the Literature and Research on the Black Male.
PUB DATE- 93

Politics.
PUB DATE- 92
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Affirmative Action; *Asian Americans; *College Admission; College Students; *Educational Discrimination; Equal Education; Higher Education; Nondiscriminatory Education; *Politics of Education; Racial Bias; *Racial Discrimination; Racial Relations; School Policy; Universities
IDENTIFIERS- *Asian American Students; Brown University RI; Harvard University MA; Princeton University NJ; Social Movements; Stanford University CA; University of California Berkeley; University of California Los Angeles

This book follows the debates over Asian-American admissions at Berkeley University (California), the University of California at Los Angeles, Brown University in Providence (Rhode Island), Stanford University (California), Harvard University in Cambridge (Massachusetts), and Princeton University (New Jersey). The book explores important developments in the politics of race including changes in ethnic coalitions, reconstruction of the debate over affirmative action, and the conservative challenge to the civil rights agenda of the 1960s. Also examined are the history and significance of the Asian-American admission controversy on American race relations both inside and outside of higher education. The book argues that the controversy encouraged a shift in affirmative action policy away from racial preferences toward class preferences. This development is identified as a retreat from race, which signals not only a policy shift but also the increasing reluctance of intellectuals and politicians to identify social problems as explicitly racial problems. Moving beyond the university setting, the author explores the significance of the retreat from race as likely to fail at its promise of easing racial tension and promoting racial equality. Extensive notes are provided. (Contains over 350 references.) (JB)

ED 361 460 UD 029 472

Clark, E. Culpepper
The Schoolhouse Door: Segregation's Last Stand at the University of Alabama.
PUB DATE- 93
NOTE- 327p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Students; *Civil Disobedience; Civil Rights; College Admission; *College Desegregation; *Educational Discrimination; Educational History; *Equal Education; Federal State Relationship; Higher Education; Local History; *Racial Discrimination; Racial Relations; State History; State Universities; Whites
IDENTIFIERS- African Americans; Alabama; Social Movements; *University of Alabama; Wallace (George)

This book explores George Wallace's June, 1963 defiance of desegregation at the University of Alabama campus. After a tense confrontation, President Kennedy federalized the Alabama National Guard and Wallace backed down, allowing Vivian Malone and James Hood to become the first African Americans to enroll

ED 361 402 TM 020 505

Graesser, Arthur C.
Questioning Mechanisms during Tutoring, Conversation, and Human-Computer Interaction.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Jun 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; Dialogs (Language); Educational Cooperation; Feedback; Grade 7; *Graduate Students; Higher Education; High Schools; *High School Students; Junior High Schools; Junior High School Students; *Questioning Techniques; Remedial Instruction; Teacher Student Relationship; *Teaching Methods; *Tutoring; *Tutors; Undergraduate Students

One-to-one tutoring is more effective than alternative training methods, yet there have been few attempts to examine the process of naturalistic tutoring. Dialogue patterns in tutoring were explored for the following 2 populations: 3 graduate students tutoring 25 college students in research methods, and 10 high school students tutoring 13 seventh graders. Pedagogical strategies, feedback mechanisms, question asking, question answering, and pragmatic assumptions were studied during the tutoring process. One pervasive dialogue pattern was a five-step frame: (1) tutor asks a question; (2) student answers a question; (3) tutor gives short feedback on answer quality; (4) tutor and student collaboratively improve answer quality; and (5) tutor assesses student understanding of the answer. Tutor questions were primarily motivated by curriculum, scripts, and the process of coaching students through exemplar problems. They were rarely motivated by attempts to diagnose and remediate the student's idiosyncratic knowledge deficits. Dialogue patterns were simulated by two computational models--a recurrent connectionist network, and a recursive transition network. These models capture the systematicity in the sequential ordering of speech act categories. Eight tables and three figures present study findings. Attachments list publications of the principal investigator and co-investigators during the grant period. (SLD)

ED 361 403 TM 020 509

Goal 2 Technical Planning Subgroup on Core Data Elements. Report to the National Education Goals Panel.
PUB DATE- 21 Apr 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Advisory Committees; *Databases; *Data Collection; Educational Assessment; Educational Change; Educational Objectives; *Educational Quality; Elementary Secondary Education; Guidelines; National Surveys; *Outcomes of Education
IDENTIFIERS- *National Education Goals 1990; National Education Goals Panel; *Progress Reporting; Reform Efforts

In March 1993, the Goal 2 Technical Planning Subgroup on Core Data Elements was convened to focus on identifying information that could be obtained from local student data systems for monitoring local and state progress toward the National Education Goals. The Goal 2 Resource Panel had previously

Views of Gender and Education" (Elizabeth Hansot); (3) "Beyond Rolling Models: Gender and Multicultural Education" (Deborah P. Britzman); (4) "Constructions of Curriculum and Gender" (Janet L. Miller); (5) "Equity Issues in Educational Research Methods" (Patricia B. Campbell and Selma Greenberg); (6) "Gender and Achievement" (Diane Pollard); (7) "Who Benefits and Who Suffers: Gender and Education at the Dawn of the Age of Information Technology" (Joan N. Burstyn); (8) "Over Dinner: Feminism and Adolescent Female Bodies" (Michelle Fine and Pat MacPherson); (9) "Mothers's Gaze from Teachers' Eyes" (Sari K. Biklen); (10) "Making It Happen: Gender Equitable Classrooms" (Elios Scott and Heather McCollum); (11) "It Happens Here, Too: Sexual Harassment and Child Sexual Abuse in Elementary and Secondary Schools" (Nan D. Stein); (12) "Gender and Public Education: From Mirrors to Magnifying Lens" (Meg Campbell and Diana Lam); (13) "Power and Privilege in White Middle-Class Feminist Discussions of Gender and Education" (Christine E. Sleeter); and (14) "Gender, Multiplicity, and Voice" (Maxime Greene). (SLD)

ED 361 422 UD 029 431

Martindale, Carolyn, Ed.
Pluralizing Journalism Education: A Multicultural Handbook.
PUB DATE- 93
NOTE- 258p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- American Indians; Asian Americans; Black Students; College Students; Communications; *Cultural Pluralism; Curriculum Development; *Faculty Recruitment; Higher Education; Hispanic Americans; *Journalism Education; Mass Media; *Minority Groups; Minority Group Teachers; *Multicultural Education; *Student Recruitment
IDENTIFIERS- Diversity (Faculty); Diversity (Student)

This book presents the following 24 essays and articles on pluralizing journalism education, with a focus on recruitment, curriculum, and student media: (1) "A Rationale for Pluralizing Journalism Education" (John F. Greenman); (2) "Philosophical and Economic Arguments for Media Diversity" (Ted Pease); (3) "History of Standard 12: Establishing Requirements for Pluralizing Education" (Robert M. Ruggles); (4) "Finding Potential Minority Journalism Students" (Virginia Escalante); (5) "Recruiting Students" (Robert M. Ruggles); (6) "Mentoring Minority Students" (Barbara J. Hipsman); (7) "Strategies for Enhancing Cultural Diversity on Journalism and Mass Communication Faculties" (Orlando L. Taylor); (8) "The Service Component in College Journalism: Pitfalls for Faculty of Color" (Sharon Bramlett-Solomon); (9) "Teaching the Value of Multicultural Skills" (Carolyn Martindale); (10) "Infusing Multicultural Information into the Curriculum" (Carolyn Martindale); (11) "The African American Heritage in Journalism" (Clint C. Wilson, II); (12) "The Latino Press in American Journalism History" (Carlos E. Cortes); (13) "Asian Americans in the Journalism Curriculum" (Alexis S. Tan); (14) "Native Americans in Journalism and Mass Communication Education" (John M. Coward); (15) "Including Information about Women" (Marion Marzolf); (16) "Other Stereotypes, Other Silences" (Carolyn Martindale); (17) "Using the Black Press as a Teaching Tool" (James Phillip Jeter); (18) "Using Other Special Newspapers in Teaching" (Carolyn Martindale); (19) "Mass Communication and Ethnic Minority Groups: An Overview Course" (Federico A. Subervi-Velez); (20) "Selecting Bias-Free Textbooks for

NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Black Education; Black Family; *Black Literature; *Blacks; Crime; Economically Disadvantaged; Elementary Secondary Education; Higher Education; Literature Reviews; *Males; Racial Relations; Self Concept; Sex Role; *Social Science Research; Socioeconomic Status

This bibliography of the literature and research on the black male lists published and unpublished items and video and print formats. The information is organized alphabetically by subject and author. The sources were derived from computer and library bibliographical searches at Medgar Evers College, the larger City University of New York file, and the Georgia State Library in Atlanta (Georgia). The listing covers the following topics: academic achievement, aging, aggression, the arts, athletics, attitudes/views, black culture, criminal justice, economics, employment and unemployment, health, higher education, homicide, leadership, literature, marriage and family, media, mortality, race relations, religion and religious groups, schooling, self-concept, socioeconomic status, sex offenses, sexuality and gender, single households and father absence, slavery and its effects/legacy, social and psychological programs and remedies, and suicide. (JB)

ED 361 442 UD 029 453

Hannah, Susan; Dworkowitz, Barbara
Queens Tri-School Confederation, 1991-92 Evaluation Report.
PUB DATE- Jul 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Allied Health Occupations; Attendance; *High Schools; Law Related Education; *Magnet Schools; Minority Groups; *Program Evaluation; Racial Relations; Secondary Education; Student Recruitment; Technical Education; Thinking Skills; *Urban Schools; *Vocational Education; White Students
IDENTIFIERS- Diversity (Student); New York (Queens); *New York City Board of Education; Premedical Curriculum; *Queens Tri School Confederation NY

An evaluation was done of the Queens Tri-School Confederation, three high schools in the New York City Public Schools funded by a federal grant from the Magnet Schools Assistance Program. The grant provided Hillcrest, Jamaica, and Thomas A. Edison High Schools with funds to develop or expand emergency technician programs at Hillcrest; a law program at Jamaica; and medical/pharmaceutical and emergency medical vehicle maintenance programs at Edison. The programs were implemented in the 1991-92 year and include new courses, particularly laboratory courses with corresponding written curricula that emphasized higher-level thinking skills. Efforts were made to recruit students, particularly from among white populations. This resulted in an increase of about three percent in incoming ninth grade non-minority populations at Hillcrest and Edison. Jamaica still showed a downward trend. Programs to reduce minority group isolation included a multicultural club, peer mediation, a program to train student leaders in inter-ethnic relations, and increased community service. Test scores and attendance improved at all schools. Student ratings of program successfully at their state's flagship university. This book also recounts the history of the civil rights movements from the 1940s leading to that moment in 1963. It is based on interviews with Autherine Lucy (who in 1956 was expelled from the university after having previously won, with the help of Thurgood Marshall and lawyers of the NAACP Legal Defense Fund, the right to enroll) and others on both sides of the conflict who were directly involved with the events of that year and the years leading up to it. The book analyzes Wallace's role in events in Alabama, arguing that he was a racist demagogue who believed what he said, and who believed completely that only if he stood good on his pledge to resist and renounce force-induced desegregation would the peace be preserved. The author also examines the parts played by John F. Kennedy and Robert Kennedy and suggests that they took action for civil rights more quickly than any other politicians in American could or would have and that the cost of that action was that the Democratic party lost its presidential base. The narrative also takes a close look at the administration of the University of Alabama itself in the years before 1963. A bibliography of primary sources, interviews, magazine and newspaper articles, newspapers, pamphlets, memoirs, speeches and miscellaneous writings, secondary sources, extensive notes on each chapter, and an index are included. (JB)

ED 361 461 UD 029 473

Homelessness and the Fiscal Year 1993 Federal Budget.
PUB DATE- Feb 92
NOTE- 19p.; One-page statistical chart contains small, light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Budgets; Compensatory Education; *Economically Disadvantaged; Educationally Disadvantaged; Family Problems; Federal Aid; Federal Government; *Federal Programs; *Homeless People; Housing; *Low Income Groups; Poverty Programs; *Social Services
IDENTIFIERS- *Bush Administration; Stewart B McKinney Homeless Assistance Act 1987

This paper analyzes the Bush Administration's budget request for homelessness programs, and argues that it promised little to alleviate the suffering of homeless people. The paper asserts that the proposal is the weakest in years, with overall spending down by 7 percent when adjusted for inflation. Programs hardest hit are new funding to increase the availability of housing affordable to low income and very low income persons. In total, the president requested 1.06 billion dollars for targeted homeless programs. However, funding needed to continue the previous year's programs at current services would be 1.09 billion dollars. The analysis examines federal programs that specifically target homeless persons, including the Stewart B. McKinney Homeless Assistance Act and its programs for educational access for homeless children, low income housing programs, homelessness prevention programs, and several other programs for low income persons that benefit homeless persons. Programs in the following sections of the Federal Government are examined: Department of Agriculture, Department of Education, Emergency Management Agency, Department of Health and Human Services, Department of Housing and Urban Development, Department of Labor, Interagency Council on the Homeless, and Department of Veterans Affairs. This report also contains two tables based on Office of Management described the need for a national student data system to assess students' completion of school. This document describes a set of indicators of goal outcomes and proposes a set of data elements and definitions that could be used to computerize the indicators and serve the needs of education agencies. The process used in selecting the core data elements is described, and a list of the recommended indicators and accompanying data elements is presented. Table 1 lists the recommended data elements for each of the six goals and indicates whether the data element for the particular indicator presently exists in most elementary school and secondary school systems. Appendix A defines the recommended elements. Appendix B describes other potentially useful elements. Appendix C describes related activities at the national level to standardize core education data elements to facilitate their use. (SLD)

ED 361 404 TM 020 510

Fuentes, Edward J.; Stratoudakis, Carol Jay
Public Response to the 1992 Goals Report. Outreach Report to the National Education Goals Panel.
PUB DATE- 3 Mar 93
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; Content Analysis; Educational Improvement; Elementary Secondary Education; Feedback; Information Dissemination; National Surveys; *Parent Attitudes; Policy Formation; Public Opinion; Research Reports; *Responses; *Teacher Attitudes; *User Needs (Information)
IDENTIFIERS- Focus Groups Approach; *National Education Goals Panel; *Policymakers; Report Format

This document summarizes the public response to the National Education Goals Panel's call for feedback on its work. Copies of the second annual "National Education Goals Report" had been sent to the Chief State School Officer in each state and territory. Twenty-seven of 55 chief officers replied to a request for their opinions of the report. The consensus was that the report content was useful and informative for those involved in improving education. However, the content was considered a bit dense for the average reader, and one respondent believed that the amount of data would overwhelm the layperson. Some respondents called for ranking or direct comparison of states. Most respondents thought that selections were clear and that graphs and summaries were easy to understand. Similar opinions were expressed by 22 representatives of education organizations and associations. The responses of members of 4 focus groups (total 39 participants) of education policymakers, parents, and teachers in West Virginia and Delaware indicate that the current structure of the report is less well-suited for teachers, school-level administrators, and parents than for policymakers. To better meet the needs of users, at least two versions of the report are required, one a reference text, and the other a more user-friendly version. Appendix A contains the survey response forms. Appendix B lists some responses to the report from the media. Appendix C contains acknowledgments. (SLD)

ED 361 405 TM 020 514

Nichols, Paul D.

Journalism Courses" (Marilyn Kern-Foxworth); (21) "Laying Out Pluralism: Laboratory Publications Practice for the Future" (Mercedes Lynn de Uriarte); (22) "Diversifying Media Coverage" (Carolyn Martindale); (23) "Recruiting Students for Campus Media" (John David Reed); and (24) "Organizing Minority Student Journalists To Enhance Diversity in the College Newsroom" (Sharon Bramlett-Solomon). Information on the authors and an index are provided. References accompany most papers. (JB)

ED 361 423 UD 029 432

Takaki, Ronald
A Different Mirror: A History of Multicultural America. First Edition.
PUB DATE- 93
NOTE- 517p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *American Indians; *Asian Americans; Cultural Differences; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Ethnic Groups; Higher Education; *Immigrants; Jews; *Minority Groups; *Multicultural Education; Racial Bias; *United States History; Urban Areas
IDENTIFIERS- Chicanos; Hawaii; Irish Americans; Japan; *Latinos; United States

The history of the United States is recounted from the viewpoint of the many peoples previously left out of the historical canon. The traditional Eurocentric viewpoint is turned inside out, beginning with the arrival of English strangers as seen by Native Americans. Also examined are the perspectives of African Americans, the Irish, Asians who came from China and Japan, European Jews, and Latinos. How racism has divided U.S. society is explored, considering how the conflict of the inner cities has developed. Issues of access to education and equal education are explored for several ethnic groups, including African Americans, faced with school segregation and racial prejudice. The consideration of education for Chicanos centers on political influences and the roles for which Chicanos were being educated, with education linked to questions of equal employment. For the Japanese immigrants to Hawaii, education provided a way of recognizing new opportunities and clarifying dissatisfaction with limited social and economic activities. Education had always been a high priority of Jewish immigrants, despite efforts, in higher education in particular, to establish quotas or limit opportunities. The role of education for these minority groups is included in the over-all discussion of what it means to be American. (SLD)

ED 361 424 UD 029 433

Snauwaert, Dale T.
Democracy, Education, and Governance: A Developmental Conception. SUNY Series, Global Conflict and Peace Education.
PUB DATE- 93
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; *Democracy; Educational Change; *Educational Development; Educational Policy; Educational Theories; Elementary Secondary Education;

aspects were disappointing and atmosphere and safety were areas of concern. Twelve tables are included. (JB)

ED 361 443 UD 029 454

Bell, Karen N.; Simkin, Linda S.
Caring Prescriptions: Comprehensive Health Care Strategies for Young Children in Poverty.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 93
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; *Community Health Services; *Economically Disadvantaged; Family Health; Health Facilities; Health Programs; *Poverty; Program Descriptions; Public Health; Public Health Legislation; School Health Services; State Programs; *Young Children
IDENTIFIERS- *Community Health Center Programs; Health Care Economics; Health Delivery Systems; Health Policy; Health Resources Utilization; School Based Health Clinics

This report examines how communities and groups can shape the content of health services to bring more comprehensive health services to poor children and families. The report is based on a study of 11 comprehensive primary care programs and systems some of which offer school-based services: 4 freestanding community-based programs, 4 local systems or networks, and 3 state maternal and child health programs. Suggested actions include promoting attributes of quality in primary health care programs by improving accessibility, comprehensiveness, coordination with other services and agencies, accountability, and community orientation. The report also advocates restructuring health programs to meet the needs of children by organizing health care systems to respond to changing needs, incorporating case management or care coordination, and involving hospitals in local systems. In addition, the report argues for creating new comprehensive primary care systems that respond to community needs through national health care reform, state policies and programs, and expansion of promising local efforts. The challenge is to create many partnerships that can assess possibilities for local systems development, identify needs and services, and implement the needed changes. Appendixes contain a list of project participants and the case summaries. A glossary is included. (Contains 46 references.) (JB)

ED 361 444 UD 029 455

Byrk, Anthony S.; And Others
A View from the Elementary Schools: The State of Reform in Chicago. A Report of the Steering Committee, Consortium on Chicago School Research.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Joyce Foundation, Chicago, IL.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jul 93
NOTE- 49p.
LANGUAGE- English

and Budget data, one that compares spending in 1992 with proposed figures for 1993, and another that looks at budget authority and budget outlays by agency and department. (Contains 2 references.) (JB)

ED 361 462 UD 029 475

Offenberg, Robert M.
A Study of the Effects of Instrumental Enrichment on Middle-Grade, Minority Students. Report No. 9225.
PUB DATE- Apr 92
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Testing; Elementary School Students; *Enrichment Activities; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Junior High School Students; Language Arts; Mathematics Achievement; Middle Schools; *Minority Group Children; Reading Achievement; Social Studies; Special Education; Test Results; *Urban Schools; Writing Achievement
IDENTIFIERS- *Instrumental Enrichment; Middle School Students; *Philadelphia School District PA; Science Achievement

This study assessed the effects of Instrumental Enrichment (IE) instruction with minority students on a non-verbal measure of students' intelligence (the Progressive Matrices test), on students' report card marks, and on students' City-Wide Test nationally-normed reading and mathematics scores in the School District of Philadelphia (Pennsylvania). Seven teachers who had been trained in IE techniques and taught fifth grade through seventh grade selected one of their classes to participate in the study. Two of the selected classes served special education students. The study shows that: (1) students in classes that had more IE sessions scored higher on the Progressive Matrices test than did students in classes that had fewer sessions; (2) for special education students, Progressive Matrices scores improved, but at a slower rate than did regular education students' scores; (3) up to about 30 IE sessions improve regular education students' English, reading, science, and social studies report card marks, but a larger number of sessions may have interfered with attainment; and (4) national-norm based City-Wide Test scores in reading/English/language arts and mathematics were lower for regular-education students in classes that had more IE sessions than others. An appendix contains experimental design details and data analyses. (JB)

ED 361 463 UD 029 481

Allen, Joseph P.; Philliber, Susan
Evaluating Why and How the Teen Outreach Program Works: Years 3-5 of the Teen Outreach National Replication (1986/87-1988/89).
PUB DATE- Jan 91
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Failure; Adolescents; *Disadvantaged Youth; Dropout Prevention; Educational Environment; *High Risk Students; National Programs; *Outreach Programs; Pregnancy; Program Administration; *Program Effectiveness; Program Evaluation; Secondary Education; *Secondary School Students; Student Volunteers; *Youth Programs

A Framework for Developing Assessments That Aid Instructional Decisions.
PUB DATE- Apr 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decision Making; *Diagnostic Tests; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; Program Evaluation; *Psychology; Research Methodology; *Test Construction
IDENTIFIERS- *Psychology Referenced Tests

This paper is an attempt to organize the many loosely connected efforts to develop psychology-referenced assessments, focusing on the development of assessments to guide specific instructional decisions, sometimes referred to as diagnostic assessments. Many of the arguments apply to program evaluation as well, because assessments that reveal the mechanisms test takers use in responding to items or tasks provide important information on whether instruction is achieving its academic goals. Tests intended to select students for a particular educational institution of program are not considered. Societal trends that motivate the development of psychology-referenced assessment are outlined, and a framework is introduced within which the psychological and statistical aspects of an assessment can be coordinated. Efforts to develop psychology-referenced assessments are summarized in a five-step methodology that can guide future development efforts. Five tables and three figures illustrate the discussion. (SLD)

ED 361 406 TM 020 533

Birkmire, Karen J.
Ninth Grade Proficiency, Is It the Best Measure of Learning: A Survey of Teacher Attitudes.
PUB DATE- 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Educational Attitudes; Grade 9; Graduate Students; Graduation Requirements; Higher Education; High Schools; High School Students; Questionnaires; *Secondary School Teachers; Standardized Tests; *State Programs; Student Evaluation; *Teacher Attitudes; Testing Programs; *Test Use
IDENTIFIERS- *Ninth Grade Proficiency Test; Ohio; Teacher Surveys

Teacher attitudes toward the high school proficiency test were identified through a 15-question survey distributed to 39 secondary school teachers representing various demographic school populations. The subjects were selected from five graduate education classes and a small city high school. The median number of years of teaching experience was 12.51 years. Results of the study show that educators believe that students should achieve a minimal competency before graduation, but are unsure if a standardized test is the best way to assess this knowledge. The data on increased time demands and paperwork are consistent with past research. The study reveals surprisingly mixed feelings about the proficiency test among educators in northwest Ohio. The negative attitudes expressed need to be brought to the attention of state legislators to gain a perspective that challenges the notion that proficiency will be

*Governance; Models; Parent Participation; *Participative Decision Making; Policy Formation; *School Based Management; School Restructuring; *Urban Schools
IDENTIFIERS- Chicago Public Schools IL; Dade County Public Schools FL; Saint Louis City School District MO

The central thesis of this book is that the developmental conception of democracy provides the theoretical foundation for an alternative model of school governance devoted not to efficient integration of students into a hierarchical labor force, but to development as unique human beings. This will necessitate an organizational structure that involves teachers directly in the formation of educational policy. Parental involvement is critical, and leadership must be conceived of in terms of guidance. The community must be involved, and students themselves, at least at the high school level, must become involved in governance. School-based management is vital in urban areas where participative decision making offers hope for restructuring. The experiences of Chicago (Illinois) with school reform and those of Saint Louis (Missouri) and Dade County (Florida) provide examples of school-based management and community empowerment as they are being enacted in urban schools. This approach represents a significant departure from traditional bureaucracy, but its shortcomings center on favoring either community empowerment or professionalization, one at the expense of the other, and retention of control by existing higher structures. Real democracy in education, based on constitutional choice, promises great hope for education in the entire country. Contains 125 references. (SLD)

ED 361 425 UD 029 435

Harik, Elsa Marston
The Lebanese in America. In America Series.
PUB DATE- 87
NOTE- 96p.; For related books, see UD 029 436-439.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Childrens Literature; *Economic Factors; Elementary Secondary Education; *Ethnic Groups; Foreign Countries; *Immigrants; *Migration Patterns; Multicultural Education; Refugees; Religious Cultural Groups; Relocation; Role of Education; United States History; *Urban Areas
IDENTIFIERS- Language Minorities; *Lebanese; Lebanon; United States

The history of Lebanese immigrants to the United States is reviewed, and the contributions of this ethnic group to the American fabric are explored in this book which is part of a series for children. For at least 1,500 years Lebanon was a sort of haven for religious sects that would not have been allowed such freedom elsewhere. As a result, the country's population has been extremely diverse. Immigration to the United States was largely spurred by overcrowding and economic necessity. The first Lebanese immigrants arrived in the United States in the late 1870s. Education provided by Americans in Lebanon was a factor in influencing the choice of destination for many who came to the United States. In recent years, civil conflict in Lebanon has been a further impetus for immigration to the United States. One of the most striking features of Lebanese immigrants has been their conviction that education leads to success. Many Lebanese immigrants have made significant contributions to life in the United States, and

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Educational Change; Educational Improvement; Elementary Education; *Elementary Schools; Governance; Research Design; School Districts; *School Restructuring; State Legislation; Urban Education; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; *Reform Efforts

Through a synthesis of ongoing case studies covering over 500 schools, this report highlights the story of school reform in the Chicago Public Schools (Illinois) at the elementary school level. The analysis draws on a case-study syntheses of field research over the past 3 years, new analyses of survey data from principals and teachers, and original field studies conducted during spring 1993 in 6 schools that have taken active advantage of the opportunities offered by reform legislation. A look at school governance finds that in some places collaboration among principals, parents, and community members is perfunctory, in others self-interested demands are advancing, and in others constituents are undertaking efforts to improve education. An examination of local school improvement takes into account the local communities' past experience with their institutions as well as larger professional conversations concerning problems of urban education and community. A formal test of the validity of a "means-ends" linkage assumed in the reform legislation found that systemic restructuring fosters instructional change. The close look at six schools found that remarkable change had taken place, but that the reform process is fragile. A final section offers a perspective from the local and national research community. (Contains 39 references and 34 endnotes.) (JB)

ED 361 445 UD 029 456

Chimerine, Carrie B.; And Others
The Other 91 Percent: Strategies To Improve the Quality of Out-of-School Experiences of Chapter 1 Students. Supplement to the National Assessment of Chapter 1.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *After School Programs; Ancillary School Services; *Compensatory Education; Delivery Systems; *Disadvantaged Youth; Elementary Secondary Education; Enrichment Activities; *Extracurricular Activities; Federal Programs; Homework; *Parent Participation; Program Improvement; School Age Day Care; *School Recreational Programs; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Hawkins Stafford Act 1988

Based on current research, the study reports on how students spend out-of-school time, addresses issues related to the integration of services and parent and family involvement, and suggests ways in which the Chapter 1 program can play a more active role than in the past. Research has indicated that placing more emphasis on primary services for children with a social, recreational, or civic orientation can reduce the need for specialized services aimed at deficits or dysfunctions. Children under adult supervision in formal after-school programs have demonstrated improved achievement and better

An evaluative study was done of the Teen Outreach Program, a national, multi-site effort to reduce teenage pregnancy, school failure, and dropout. The study sought to identify the critical "active ingredients" of the program responsible for its success. The study was based on analyses of data collected at 114 different sites nationally, from September 1986 through June 1989, involving 1,950 student participants and 2,257 carefully matched comparison students. Outcomes for students were assessed in terms of the number of problem behaviors experienced by Teen Outreach and comparison students at a given site, both prior to entry into the program and after participation in it for 1 year. A cumulative analysis of the data produced a summary of what is currently known about the conditions under which Teen Outreach is most effective and the aspects of the program that account for its success. These findings indicated that important program components were volunteer service by participants and classroom climate. Program structure (during versus after school) did not affect outcome. Student characteristics of gender, race, ethnic status, and socioeconomic status do not affect outcomes. Teen Outreach was found to be most effective with middle school students. A fact sheet, one figure, and a brief program description are included. (JB)

ED 361 464   UD 029 488

In Our Own Image: An African American History.
PUB DATE- 93
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Historical Materials (060)
DESCRIPTORS- Black Achievement; Black Education; *Black History; Black Influences; Civil War (United States); Elementary Education; *Heritage Education; History Textbooks; Inventions; *Racial Discrimination; Racial Segregation; Revolutionary War (United States); Slavery; *United States History; World War I; World War Ii
IDENTIFIERS- Africa; *African Americans; Harlem Renaissance; Spanish American War

This textbook for elementary school children is a history of African Americans from 800 A.D. to 1992 in 24 chapters. Each chapter closes with a review that lists vocabulary words to learn, and offers thinking and writing questions. Some chapters also contain activity sheets. Chapter topics include African origins, black explorers and settlers in America, the slave trade, blacks in the American Revolution, slave rebellions, participation in westward expansion, the Abolitionist Movement, the Missouri Compromise, the Civil War and the Emancipation Proclamation, inventors, Reconstruction, Segregation and the struggle against it, African Americans in the Spanish American Civil War and World War I, the Harlem Renaissance, the Depression and black workers, blacks in World War II, and the struggle for equality. African and African American achievements in the 1970s, 1980s, and 1990s are highlighted. (Contains 73 references.) (JB)

ED 361 465   UD 029 499

Reinforcing the Promise, Reforming the Paradigm. Report of the Advisory Committee on Testing in Chapter 1.
PUB DATE- May 93

a cure-all for today's educational problems. The survey questionnaire is included. (Contains 9 references.) (Author/SLD)

ED 361 407 TM 020 534

Davidson, Fred
The Testing of English as a Second/Foreign Language in the Criterion-Referenced Era.
PUB DATE- Nov 92
NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Louisville, KY, November 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criterion Referenced Tests; Educational Assessment; Elementary Secondary Education; *English (Second Language); Language Proficiency; *Language Tests; Limited English Speaking; Models; Norm Referenced Tests; *Second Language Learning; *Student Evaluation; *Test Construction; Test Items
IDENTIFIERS- Criterion Referenced Language Test Development

In the assessment of second/foreign language proficiency, we are entering the era of criterion-referenced assessment as language learning is being recognized as an integrative, multifaceted construct. Norm-referenced measurement (NRM) is compared with criterion-referenced measurement (CRM). CRM is characterized by attention to skill, whereas NRM focuses on student rank. The evolution of some modern multi-componential language ability models is traced, starting with that of Canale and Swain (1980). CRM, with its greater focus on skills, should provide a better perspective from which to measure such a wide array of skills than NRM. One process for measuring skills is criterion-referenced language test development (CRLTD). CRLTD is characterized by flexibility. Participants iterate between the test planning and test item/task writing, cycling between test specification and product. CRLTD is a bottom-up group-based test development process. Although time constraints do not permit a thorough exploration of the technique in this paper, audience members are encouraged to try it to improve skills-based testing in the modern era of language teaching. Six figures illustrate the discussion. (Contains 8 references.) (SLD)

ED 361 408 TM 020 536

Perlman, Carole
Quantifying Quality: Results of the NATD Performance Assessment Survey.
PUB DATE- Apr 93
NOTE- 39p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education and the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Quality; Elementary Secondary Education; National Surveys; *Scoring; *Teacher Participation; Test Construction
IDENTIFIERS- National Association of Test Directors; *Performance Based Evaluation; *Test Directors

In the fall of 1992, the National Association of Test Directors (NATD) surveyed its members on their involvement in the some of their histories are sketched. Of particular interest is a chapter on the accomplishments of Lebanese women in the United States. (SLD)

ED 361 426 UD 029 436

Winter, Frank H.
The Filipinos in America. In America Series.
PUB DATE- 88
NOTE- 72p.; For related books, see UD 029 435-439.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Childrens Literature; Cultural Background; *Economic Factors; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); *Filipino Americans; Foreign Countries; Higher Education; *Immigrants; *Migration Patterns; Minority Groups; Multicultural Education; United States History; *Urban Areas
IDENTIFIERS- Alaska; California; Hawaii; Philippines; *United States

The history of Filipino immigrants to the United States and the contributions they have made to American society are discussed in this book which is part of a series for children. The Philippines is the only nation in Asia that is predominantly Christian and English-speaking. The country was a colony of the United States from 1896 to 1946, and ties formed then encouraged immigration to the United States. The first official immigrants were students admitted under government programs to study in higher education. Immigration to Hawaii was particularly important, with California and Alaska following as centers for immigration. Early immigrants faced much discrimination, but after World War II, the tide of public opinion shifted to allow greater equality in education and employment. Although Filipinos have contributed to many aspects of American life, their contributions have been particularly apparent in the arts. (SLD)

ED 361 427 UD 029 437

Rutledge, Paul
The Vietnamese in America. In America Series.
PUB DATE- 87
NOTE- 64p.; For related books, see UD 029 435-439.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Acculturation; *Asian Americans; Childrens Literature; *Cultural Background; Cultural Differences; Economic Factors; Elementary Secondary Education; *Immigrants; *Migration Patterns; Multicultural Education; Role of Education; United States History; *Urban Areas; *Vietnamese People; Vietnam War
IDENTIFIERS- Language Minorities; *United States; Vietnam

The history of Vietnamese immigration to the United States is traced, and contributions Vietnamese immigrants have made to the United States are reviewed in this book which is part of a series for children. Most Vietnamese immigrants came in the wake of the Vietnam War, making them among the recent immigrants to the United States. Determination, hard work, and a belief in the importance of education are making them successful in a culture so different from their own, and the attitudes toward school than peers in sibling care or self-care. Nearly one-third of 9-year-olds report that they do not receive daily homework assignments, but research suggests that programs that encourage and assist students to complete their homework can affect academic achievement. Schools can be a logical site for the integration of services, but are by no means the only possible place for service delivery. Parent involvement programs include a variety of service models. Current Chapter 1 law requires only a few parent involvement strategies, but many options are available for increasing involvement and its promotion in Chapter 1. Sixteen exhibits illustrate the report. (Contains 72 references.) (SLD)

ED 361 446   UD 029 457

Siu, Sau-Fong
Taking No Chances: Profile of a Chinese-American Family's Support for School Success.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Acculturation; Case Studies; *Child Rearing; *Chinese Americans; Cultural Differences; Elementary School Students; Family Characteristics; Immigrants; Parent Child Relationship; *Parent Participation; Parent Role; Primary Education; Profiles; *Social Adjustment; *Student Adjustment

The case study of how one Chinese-American family enhances the school success of their children is presented. The study is part of a 5-year project on how families from different ethnic backgrounds promote academic achievement. Information has been collected on nine Chinese-American families, but only one is the focus of this report. Information on the family was gathered through a background questionnaire, open-ended interviews, and observation of parent-child interactions. The working class immigrant Chinese-American subject family has only one child, and has managed to socialize their first-grade son to be sociable, talkative, and curious, as well as compliant, attentive, and polite. The ways the family has accomplished this, while exposing the child to a Chinese environment and an English-speaking environment, are explored. Hypotheses generated from the analysis of data from this family and the other families will eventually be tested with a larger Chinese-American population. (Contains 31 references.) (SLD)

ED 361 447   UD 029 458

Wiener, Susan J.; Mincy, Ronald B.
Guiding Boys through the Transition to Adulthood: The Role and Potential of Mentoring.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- ironment, are explored. Hypothe
analysis of data from this family and the other families will

NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Advisory Committees; *Compensatory Education; Disadvantaged Youth; Educational Assessment; Educationally Disadvantaged; *Educational Policy; Elementary Secondary Education; *Federal Programs; Guidelines; *Program Evaluation; Remedial Instruction; Standardized Tests; Student Evaluation; *Test Use
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The Advisory Committee on Testing in Chapter 1 evaluated current testing policies in the Chapter 1 program and offered the U.S. Department of Education advice on improvements and alternatives to the current system. After analyzing existing testing procedures, the committee concluded that Chapter 1's overreliance on a single testing method, aggregated gain scores on standardized norm-referenced tests, does not provide adequate information by which to judge the progress of students, the quality of the school-level program, or the effectiveness of the national program. The Committee recommended that: (1) the Federal Government periodically evaluate the national effectiveness of Chapter 1 by evaluating the achievement of a representative sample of eligible student beginning in grade 3; (2) states should develop and implement several types of standards; (3) local education agencies should assess the progress of participant children using state-developed assessment methods; (4) teachers should assess students using a variety of methods; (5) school districts should use multiple indicators; (6) assessment should be compatible with schoolwide service delivery; (7) a transition period of 5 years should be allowed; and (8) funds should be set aside for staff development. A copy of the Committee charter is provided. (Contains 6 references.) (JB)

ED 361 466 UD 029 500

Puma, Michael J.; And Others
Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity. The Interim Report.
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Jul 93
NOTE- 417p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensatory Education; *Disadvantaged Youth; Economically Disadvantaged; *Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; *Federal Programs; Graphs; Institutional Characteristics; Limited English Speaking; Longitudinal Studies; Poverty; *Research Projects; Secondary School Students; Statistical Data; Student Characteristics; Tables (Data)
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Study of Educational Growth and Opportunity

This publication is the first interim report from the Congressionally Mandated Study of Educational Growth and Opportunity (Prospects), and describes students' characteristics and the schools they attend. Prospects is designed to evaluate the short- and long-term consequences of Chapter 1 program participation by following for 5 years large national samples of public school children in three grade cohorts along with their parents, teachers, and principals.

development of performance assessments and scoring rubrics. The extent to which members have developed performance assessments is reported, along with how they went about it, the advice they would offer others who are developing performance assessments, and the nature of the scoring rubrics they developed. About half of the 64 respondents had developed performance assessments, mostly in writing. Respondents recommend extensive teacher involvement and adequate time as essentials in the development process. A table summarizing the attributes of the scoring rubrics that respondents submitted is provided. In all, there are four tables of respondent replies, and three illustrative figures. (Author/SLD)

ED 361 409 UD 029 085

Stern, David; And Others
Career Academies: Partnerships for Reconstructing American High Schools. Jossey-Bass Education Series.
PUB DATE- 92
NOTE- 210p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Education; *Cooperative Education; Educational Change; Federal Legislation; *Job Skills; Program Descriptions; Program Evaluation; *School Business Relationship; School Restructuring; Secondary Education; Technical Education; Urban Schools; *Vocational Education; Vocational High Schools
IDENTIFIERS- California; *Career Academies; *Partnerships in Education; Peninsula Academies Program; Philadelphia School District PA

This book offers a comprehensive guide to the Career Academy high school model, including detailed descriptions of the model, practical advice, case histories, histories of existing programs, evaluation results, and an analysis of the model in the context of other research and policy analysis. Part 1 of 3 gives an overview of the dilemmas and circumstances that gave birth to the career academies. Chapter 1 discusses persistent problems in American high schools. Chapter 2 presents the career academy model in detail. Chapter 3 covers the evolution of the academies in Philadelphia (Pennsylvania) and California and describes a nationwide network. The results of several evaluations of academies are summarized in chapter 4. Part 2 explains how to create a career academy based on the California model. Chapter 5 lays out the tasks involved, lists potential problems, and offers principles for guidance. Chapter 6 focuses on procedures for building the crucial partnership between schools and employers. Portraits of academy programs in four California school districts are presented in Chapter 7. Part 3 considers the future. Chapter 8 highlights the Carl D. Perkins Act of 1990, which provides some support for starting and maintaining career academies. An appendix contains the text of the Senate bill (S.B. 605, 1987) concerning partnership academies. Contains 86 references. (JB)

ED 361 410 UD 029 099

Haskins, James
Thurgood Marshall: A Life for Justice.

notable Americans of Vietnamese descent whose accomplishments are traced will be joined by many others. Vietnamese children in United States schools may find a conflict between the traditional ways of instruction in Vietnam, where the authority figure of the teacher is always right, and the American system that tries to teach children to think for themselves. English and Vietnamese differ greatly, and learning the language is very difficult for the immigrant. Nevertheless, many young Vietnamese have adapted well and are doing well academically. (SLD)

ED 361 428 UD 029 438

Patterson, Wayne; Kim, Hyung-chan
Koreans in America. In America Series.
PUB DATE- 92
NOTE- 64p.; For related books, see UD 029 435-439.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement; Childrens Literature; *Cultural Background; Cultural Differences; Elementary Secondary Education; Foreign Countries; *Immigrants; *Korean Americans; Migration Patterns; Minority Groups; Multicultural Education; *Racial Bias; Racial Discrimination; Role of Education; Small Businesses; United States History; *Urban Areas
IDENTIFIERS- Korea; United States

The immigration of Koreans to the United States is traced from 1903, and the contributions Korean Americans have made to the United States are identified in this book which is part of a series for children. The number of Korean immigrants, small for many years, increased dramatically with the easing of government restrictions in the 1960s, until, by 1990, there were nearly 800,000 Korean Americans, most of whom live in urban areas. Korean Americans have faced discriminatory laws and social prejudice, but they have persevered to make valuable contributions to America's culture and landscape. Korean Americans, many of whom have chosen to operate small businesses, have contributed extensively to the revitalization of urban areas. Important aspects of Korean American life have been their high regard for education and the high educational level achieved by many Korean Americans. (SLD)

ED 361 429 UD 029 439

Leathers, Noel L.
The Japanese in America. In America Series.
PUB DATE- 91
NOTE- 64p.; For related books, see UD 029 435-438.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement; Childrens Literature; *Cultural Background; Elementary Secondary Education; *Immigrants; Japanese; *Japanese Americans; *Migration Patterns; *Multicultural Education; Political Attitudes; Racial Discrimination; Role of Education; United States History; World War II
IDENTIFIERS- Hawaii; Internment Camps; United States

The life of Japanese immigrants in America is explored, and the accomplishments of Japanese Americans are reviewed in this book which is part of a series for children. The wartime

ev,Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescent Development; Adolescents; *Black Youth; Community Programs; Disadvantaged Youth; Incentives; Interpersonal Relationship; *Males; *Mentors; Minority Group Children; Models; *Peer Groups; Program Development; Program Evaluation; Urban Areas; Workshops; *Youth Programs
IDENTIFIERS- African Americans; *Mentor Peer Group and Incentive Model; Protege Mentor Relationship

The Urban Institute organized a workshop to receive the reactions of experts to a model for helping underclass youth, the Mentor, Peer Group, and Incentive (MPI) Model. This model uses the three components of mentors, peer groups, and incentives to improve the life chances of adolescent males in socially distressed neighborhoods. Workshop participants included practitioners, program developers, administrators, researchers, and policymakers. Workshop discussions were initiated by a series of presentations that ranged from theoretical issues about self-esteem to practical questions of administration. The following seven conference papers are highlighted: (1) "The Mentor, Peer Group, and Incentive Model" (Ronald B. Mincy and Susan J. Wiener); (2) "Adolescent African American Male Self-Esteem: Suggestions for Mentoring Program Content" (Margaret Beale Spencer); (3) "The Case for Community-Based Programs that Inform and Motivate Black Male Youth" (Ronald F. Ferguson); (4) "A Cross-Cultural Perspective on Mentoring Minority Youth" (John Wilson); (5) "Linking Mentoring and Schooling: A Reform Agenda" (Norris Haynes); (6) "Minority Male Mentoring in the 1990s: A Practitioner's Experience" (Andre Watson); and (7) "Mentors for High-Risk Minority Children: Toward Bicultural Competence" (Elaine A. Blechman). The workshop was a successful exchange of ideas about how community-based mentoring programs can help prepare young minority boys to become responsible men and parents. (SLD)

ED 361 448   UD 029 459

Clark, Rebecca L.
Neighborhood Effects on Dropping Out of School among Teenage Boys. Discussion Paper Series.
SPONS. AGENCY- Bureau of the Census (DOC), Suitland, Md.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Dec 92
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Census Figures; Community Characteristics; *Community Influence; Dropout Research; *Dropouts; Etiology; Family Characteristics; High Schools; *Males; National Surveys; *Neighborhoods; Tables (Data); Urban Areas; *Urban Problems; Urban Schools; Urban Youth
IDENTIFIERS- Census 1980

Using linked individual and census tract data from the 1980 U.S. Census, it is found that when a teenage boy drops out of school depends not only on his family background and the increase in earnings associated with graduating, but also on the characteristics of the neighborhood in which he lives. Both the good and bad dimensions of neighborhood quality appear to influence dropping out of school. The relationships between some neighborhood variables and dropping out are not linear, but there is no evidence to support the theory of Johnathan Crane (1991) that when neighborhood quality falls below a critical level, school dropout rates increase sharply. Fifteen

Part 1 focuses on students attending schools with high concentrations of poor children. Part 2 focuses on the characteristics of children who receive Chapter 1 services or other state or local compensatory education services. Part 3 describes students' educational environment by looking at the characteristics of the schools, the teachers who work there and their approaches to classroom instruction, the types of programs that were offered, and access to instructional materials. Part 4 includes a description of limited-English proficient students and the types of compensatory services they receive. Appendixes contain information on features of the overall research design, measurement approaches and survey instruments, information on test selection, and a list of work group members and consultants. (JB)

PUB DATE- Jul 92
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Affirmative Action; Biographies; Black Community; *Blacks; *Civil Rights; Community Leaders; Court Doctrine; *Court Judges; Court Litigation; *Equal Education; Males; Racial Bias; *Racial Discrimination; Racial Relations; Racial Segregation; United States History
IDENTIFIERS- African Americans; *Marshall (Thurgood); Supreme Court

This biography for young readers recounts in 10 chapters, the life of Supreme Court Justice Thurgood Marshall, and focuses on his life as a civil rights litigator who played a key role in the integration of education in the United States. Marshall's family history; boyhood and schooling in Baltimore (Maryland) and New York City; decision to attend a small all-black college, Lincoln University in Pennsylvania; experiences at Lincoln University; marriage in his junior year; college major in pre-dentistry; and decision in his senior year to go on to law school at Howard University Law School in the District of Columbia, where he had early experiences working for law professors on civil rights cases, are discussed. The following topics are highlighted: (1) Marshall's work as director-counsel for the Legal Defense and Education Fund of the National Association for the Advancement of Colored People; (2) his legal work for blacks during World War II; (3) his efforts under discouraging conditions in the South to challenge and change laws that kept black people "separate but equal," primarily in the area of education; (4) his work on the landmark civil rights case, Brown v Board of Education; (5) his appointment by President Johnson as the first black solicitor general; (6) his role in the Civil Rights Movement; (7) the establishment of the Howard Law School; and (8) his work on the Supreme Court since October 2, 1967, when he was sworn in as the first black U.S. Supreme Court Justice. Contains 50 references. (JB)

ED 361 411 UD 029 180

Appleton, Matthew
School as Community: The Ecology of Childhood--A View from Summerhill School.
PUB DATE- 92
NOTE- 7p.; Originally published as an article in the "Journal of Alternative Education," Summer 1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; *Children; Ecology; Educational Environment; *Educational Philosophy; Elementary Education; Elementary Schools; Foreign Countries; *Integrity; *Nontraditional Education; *School Role; Secondary Schools; *Student Development
IDENTIFIERS- Academic Community; Alternative Educational Plan; England; *Summerhill School

This article describes the educational philosophy and practice at Summerhill School, England, an alternative school for elementary school-age through secondary school-age children established in 1921. The school's guiding principle is that education must respect the nature of childhood. Following a brief description of the school's founding by A. S. Neill and contributions and experiences of Japanese Americans, including the experience of relocation camps, are described. Particular attention is paid to the experience of Japanese immigrants in Hawaii. As Japanese Americans became acculturated, they encouraged their children to attend public schools, where classes were taught in English, but many Japanese, especially in Hawaii and California, also sent their children to classes in Japanese after the regular school day. Education has certainly been one of the factors contributing to the success of the Japanese in America. (SLD)

ED 361 430 UD 029 440

Jackson, Gloria D.
Multiethnic Children's Literature in the Elementary School Curriculum: Rationale, Criteria, and Implementation.
PUB DATE- 91
NOTE- 125p.; Master's Thesis, California State University, Sacramento.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Childrens Literature; Cultural Pluralism; Curriculum Design; *Curriculum Development; Elementary Education; *Elementary School Curriculum; *Ethnic Groups; Evaluation Criteria; *Instructional Material Evaluation; Literature Reviews; *Minority Groups; Multicultural Education
IDENTIFIERS- *Multicultural Materials

A study was done to provide research-based rationale and criteria to support the reading and study of multiethnic literature with the goal of persuading educators to prescribe these books. Information on multiethnic children's literature was obtained by reading, reviewing, and discussing over 200 of these books published mainly within the last 2 decades, and by researching the professional literature relating to the evaluation and use of African American, Hispanic, and Native American children's literature. This portion of the study developed criteria to evaluate children's literature so that unworthy books are not prescribed to perpetuate stereotypes or negative images. Related research was conducted in the fields of demographics and education, and the sociology of minority cultures. Experiential sources included workshops introducing this literature to educators and parents and committee discussions relating to the selection of such literature for classroom use. The study concludes that multiethnic children's books that fulfill the criteria for good literature and positively reflect the minority cultures of students should be prescribed for the elementary school curriculum. This literature should be carefully selected by a process that involves minority and mainstream educators and community members and uses consistent and relevant criteria. An appendix lists 102 recommended children's titles. Contains 76 references. (JB)

ED 361 431 UD 029 441

McKay, Emily Gantz
The Forgotten Half: Two-Thirds: An Hispanic Perspective on Apprenticeship, European Style. Report of the National Council of La Raza Consultation on Apprenticeship.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; German Marshall Fund of the United States, Washington, D.C.
PUB DATE- 93
NOTE- 75p.; Throughout the document the word "Half" in the title

tables and two figures illustrate the analysis. Two appendixes consider sample selection and interactions between individual and neighborhood characteristics. (Contains 19 references.) (SLD)

ED 361 449   UD 029 461

Cohen, Marvin
Patterns of School Change.
PUB DATE- 16 Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Asian Americans; Black Students; Change Agents; *Change Strategies; Collegiality; Economically Disadvantaged; *Educational Change; Hispanic Americans; Instructional Innovation; Junior High Schools; Junior High School Students; *Minority Group Children; Principals; *School Restructuring; Secondary School Teachers; Staff Development; *Urban Schools; Urban Youth
IDENTIFIERS- Bank Street College of Education NY; Media Education; *New York City Board of Education; *Reform Efforts; Teacher Empowerment

An examination was done of school reform efforts supported by Bank Street College of Education's Center for Minority Achievement in two urban junior high schools in New York City. One school was a traditional junior high school with majority minority enrollment with most teachers using traditional techniques. The other school, the Media Arts School, was under pressure to change or dissolve due to declining enrollment. In this school, a group of teachers formed around a leader who wanted to develop an Active Learning Academy mini-school for 7th graders. The Bank Street College assistance at both schools took the form of obtaining additional meeting time to enable teachers to meet regularly to discuss teaching, change, and innovation. These opportunities to work together allowed people to define goals and become colleagues. The following six patterns of change emerged: (1) school leadership is committed to teacher empowerment; (2) student membership in the school is important; (3) voluntary teacher membership is essential; (4) attention to professional growth is necessary; (5) successful teams became colleagues; and (6) even when there is real empowerment, it may not have immediate credibility. The evaluation suggests that the locus of long-lasting change is the mini-school, not the building. (Contains 7 references.) (JB)

ED 361 450   UD 029 462

Hawkins, Randolph; And Others
Athletic Investment and Academic Resilience among African-American Females and Males in the Middle Grades. Research Report #3.
PUB DATE- Dec 92
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *Academic Persistence; *Athletics; *Black Students; Black Youth; Grade 8;

its overall structure, the paper describes how the school emphasizes the integrity of children. Integrity in children, when allowed to take its own course, can regulate itself according to its own needs. Traditional schooling, no matter how liberal, cuts children off from the nature within themselves and alienates them from the natural ecology of childhood. At Summerhill, new students follow a pattern of gradual realization that culture no longer binds them, a period of rebellion and breaking out, and finally a period of healing and renewed wholeness that brings maturity. The school attempts to follow children's instincts. Brief stories of the healing or learning experiences of actual students are provided. Summerhill functions primarily to protect and nourish the integrity of the child before possible damage by culture can be done. (JB)

ED 361 412 UD 029 269

Lynch, James
Youth, Interethnic Relations and Education in Europe.
PUB DATE- May 93
NOTE- 22p.; Paper presented at the Carnegie Corporation Consultation (New York, NY, May 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; Ethnicity; *Ethnic Relations; *Foreign Countries; Immigrants; *Intercultural Communication; Multicultural Education; Secondary Education; Sociocultural Patterns; Youth
IDENTIFIERS- Diversity (Groups); Ethnic Differences; Europe; *Europeans; *Interethnic Communication

This paper describes the way in which European societies have responded to cultural diversity in historical and contemporary perspectives. Focus is on illustrating how those responses have set a context for interethnic and intercultural friendships and human relations among young people, and how those relations are apprehended through present theoretical constructs, as well as the extent to which those constructs facilitate or impede such interactions. To set the historical and cultural contexts of contemporary conditions, the paper commences with a brief overview of the aetiology of ethnic relations in Europe, emphasizing the patchwork nature of the original settlement and the more integrative pattern of recent immigration. This historical description is followed by a consideration of the major intercultural and multicultural paradigms for the apprehension of cultural diversity currently observed in Europe. On the basis of these two over-arching paradigms, and minor variative subparadigms, the paper then seeks to draw a balance in the current state of interethnic relations in Europe and to identify strengths and weaknesses. Finally, conclusions and implications for the development of policy, practice, and research in the United States are discussed. (Contains 60 notes.) (Author/JB)

ED 361 413 UD 029 306

Wheelock, Anne
The Baltimore City Institute for Middle School Reform: Mobilizing for Districtwide Middle Grades Innovation.
PUB DATE- Jun 93
NOTE- 57p.

is crossed out, signifying its replacement by "Two-Thirds."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Apprenticeships; *Consultation Programs; Cultural Differences; *Education Work Relationship; Foreign Countries; Hispanic American Culture; *Hispanic Americans; Minority Groups; Outcomes of Education; *Policy Formation; Program Implementation; Secondary Education; Trade and Industrial Education; Vocational Education; Work Experience Programs
IDENTIFIERS- Denmark; *Europe; Germany; Hispanic American Students; Program Adaptation; Sweden

A Hispanic-based consultation on European-style apprenticeships was undertaken to add a Hispanic perspective to the current policy debate about apprenticeships as a school-to-work transition option providing effective career preparation for non-college bound American youth. In March 1992, a delegation of 10 specialists in Hispanic education and employment and training visited Germany, Denmark, and Sweden, and also met in Germany with a group of minority leaders from Europe. The delegation noted that inclusiveness in the European programs is limited as immigrants and minorities do not fare well in the programs visited; that careful safeguards would be required to assure that Hispanics and other minorities are not tracked in discriminatory ways; that no matter how effective in Europe, its value for the United States depends on the extent to which key components can be "transported" to the different environment of the United States; that some European education practices should be emulated; and that current enthusiasm over these programs will discourage candid assessments of their weaknesses as well as their strengths. The delegation developed a set of 10 basic principles on which they recommend that any application in the United States be based. Appendixes show the consultation schedule and list 30 references. (JB)

ED 361 432 UD 029 442

A Survey of Public Education in the Nation's Urban School Districts, 1992.
PUB DATE- 92
NOTE- 381p.; For the 1986, 1983, and 1979 surveys, see ED 272 642, ED 244 016, and ED 182 411.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Boards of Education; Educational Facilities; Educational Finance; Elementary Secondary Education; Federal Government; Legal Problems; *Public Schools; School Districts; School Personnel; *School Statistics; School Surveys; *Tables (Data); Urban Demography; Urban Problems; *Urban Schools; Youth Problems
IDENTIFIERS- Urban Education Studies

This study evaluates characteristics and critical issues facing urban schools in 1992 via a survey of school districts with membership in the Council of Urban Boards of Education and in several eligible districts. Sixty-two urban school districts responded to the survey. Of this total, 47 (68 percent) of the Council's participating districts completed the survey. The participating districts educate over 5 million children or approximately 12 percent of all elementary school and secondary school students. Survey issues covered the school district,

Junior High Schools; *Junior High School Students; Middle Schools; National Surveys; School Holding Power; Sex Differences; Statistical Analysis; *Student Participation
IDENTIFIERS- *African Americans; Middle School Students; National Education Longitudinal Study 1988; *Resilience (Personality)

This study looks at the relationship between athletic participation among middle grade African American students and academic achievement, particularly athletics, as an instrument through which students gain academic resilience and attachment to academic goals. The data for the analysis were drawn from the base year of the National Education Longitudinal Study of 1988 (NELS:88), a nationally representative sample of 24,599 eighth graders. The African-American subsample included 1,105 male and 1,112 female public school students. Multiple regression analyses were used to estimate the net or direct effect of interscholastic and intramural athletic participation on the academic resiliency of African American students as measured by educational aspiration, investments in pro-academic behaviors, and social status among their school peers. The analysis found that sports participation is positively associated with black eighth grade male aspirations to enroll in academic or college preparatory programs in high school, with having definite plans to complete high school and with plans to attend college. This pattern is similar for females, although their educational plans are more strongly influenced by intramural participation than by interscholastic participation. In addition, the data show positive links between athletic participation and several indicators of pro-academic investment behaviors and attitudes. Four tables are included. (Contains 53 references.) (JB)

ED 361 451 UD 029 463

de Acosta, Martha
The Impact of School Wide and Classroom Elements on Instructional Computing: A Case Study. Research Report #4.
PUB DATE- Apr 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Techniques; Computer Assisted Instruction; Computer Literacy; *Computer Uses in Education; *Curriculum Development; Curriculum Evaluation; Educational Attitudes; *Educational Strategies; Elementary Education; Elementary School Teachers; Inservice Teacher Education; Instructional Effectiveness; *Instructional Innovation; Intermediate Grades; *Teacher Attitudes

This paper utilizes case study findings of the implementation of educational computing in two schools, one elementary school and one fifth- through sixth-grade school, to reflect on recurrent patterns that account for the slow pace of change in instruction. In particular the study focused on the structural arrangements of teachers' work and the way in which teachers made sense of their world. The administration at both schools aimed its support of instructional computing at providing in-service training for teachers and purchasing hardware and software, neither of which is enough to create conditions for extensive and systematic instructional computing in the classrooms. A computer literate staff alone does not produce generalized computer use. Command over technical and social resources is a necessary but not sufficient condition for the systematic implementation of instructional computer activities. In the sites studied, one of the strongest determinants of how

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Black Youth; *Curriculum Development; Disadvantaged Youth; Economically Disadvantaged; Educationally Disadvantaged; Educational Policy; Institutional Mission; *Instructional Improvement; Instructional Innovation; Junior High Schools; *Middle Schools; Minority Groups; *School Districts; Staff Development; *Urban Schools
IDENTIFIERS- *Baltimore City Public Schools MD; *Institute for Middle School Reform MD; Reform Efforts

The Baltimore City (Maryland) Public Schools (BCPSs) established the Institute for Middle School Reform at the end of 1991-92 to create an administrative vehicle for systemic middle grades reform. The Institute's mission is to provide each individual middle school community with data-driven planning, implementation, and evaluation tools and technical assistance to deliver holistic, informed, and flexible approaches for improving outcomes for each child in the system. The city context for the Institute includes an environment where many school reform programs and innovative initiatives are already in place, such as private sector participation, state funding in challenge grants to 12 Baltimore middle schools, and local public-private school partnerships. The BCPSs have committed themselves to four specific Efficacy Institute outcomes for all graduating students, a program of staff development and curriculum developed at the Mid-Continent Regional Laboratory. The Institute plans a multi-faceted strategy to involve all schools in improvement efforts while providing attention and resources to 18 schools in greatest need of reform. Tier I will provide a foundation of support for all schools; Tier II will offer a school-based assessment and planning process; and Tier III is the Challenge schools. (Contains 19 notes.) (JB)

ED 361 414 UD 029 397

A People in Two Communities: Puerto Ricans on the Island and in the United States. An Exploration of the Emergence of the Puerto Rican People into Two Communities.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 92
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; *Community Development; Community Relations; Conferences; *Cultural Interrelationships; Cultural Pluralism; Elementary Secondary Education; Higher Education; Hispanic Americans; Immigrants; *Intergroup Relations; Migrant Problems; Migration Patterns; Public Health; Puerto Rican Culture; *Puerto Ricans; *Sociocultural Patterns
IDENTIFIERS- Puerto Rican Community Development Project; Puerto Rican History; *Puerto Rico; *United States

This booklet describes the issues and findings of a series of symposia on Puerto Ricans in Puerto Rico and in the United States. From 1988 to 1992, six symposia were held, three in the United States and three in Puerto Rico, on topics such as migration, culture and language, community characteristics, strengthening relations between the two communities, economic development, community health, and education. The meetings resulted in a strategy and an agenda on which several groups agreed to collaborate. An introduction describes the symposia school boards, district finances, school facilities, legal issues, the superintendent, the staff, vital youth issues, and federal data. Highlights of the study include the following: (1) on average urban district's student bodies comprise 15.38 percent of the total district residents; (2) 79 percent of districts report discussion of extending the school year; (3) the typical school board member is male and white; (4) local funds comprise approximately 38 percent of the total budgetary needs of the urban districts; (5) a number of environmental issues demand administrators' attention but priority is generally given to issues connected to legislation such as lead exposure; (6) an urban superintendent is most likely to be male, Caucasian, and over 50 years old with an advanced academic degree. Extensive tables and figures illustrate the report. (JB)

ED 361 433 UD 029 444

Freppon, Penny A.
Making Sense of Reading and Writing in Urban Classrooms: Understanding At-Risk Children's Knowledge Construction in Different Curricula. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 106p.; Paper based on this report presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Children; Classroom Techniques; Comparative Analysis; Economically Disadvantaged; Elementary School Curriculum; *Elementary School Students; *High Risk Students; Knowledge Level; Primary Education; *Reading Skills; Student Development; Urban Education; White Students; *Whole Language Approach; *Writing Skills
IDENTIFIERS- Emergent Literacy; *Knowledge Development

This study described ways in which two groups of urban, low-socioeconomic children remained the same and differed after a transition year in skills-based curriculum and a continuing year in whole language curriculum. Both groups had experienced whole language instruction in the first two years in kindergarten and first grade. This investigation arose from the need to better understand children's literacy learning and sought to document knowledge construction from a learners' perspectives. Learner sense making was documented through quantitative and qualitative methods including pre- and post testing, field notes, learner audio taped manuscripts, video tapes, and written artifacts. Among the major findings were: (1) standardized/normed test comparison showed both groups of children were similar; (2) oral reading and a test of reading schemata suggested that development in learning to read cut across curricular differences; (3) reading and writing interviews differed by curriculum with children continuing in whole language retaining more positive responses; (4) children continuing in whole language wrote more frequently and wrote more complex and longer texts; (5) the transition, skills-based group exhibited a loss of a sense of themselves as readers and writers whereas the continuing, whole language group retained this sense making response; and (6) both groups showed similarities and differences in response to literature. Children with two years of whole language schooling had the extensively and in which ways computers were used was the structure of the schools. Another strong influence on educational computing was the staff's occupational culture, their perceptions of the student body and what constitutes legitimate school knowledge. The analysis is based on an ethnographic study conducted in the 1984-85 school year, 3 to 4 years after computers had been introduced in these schools. (Contains 26 references.) (Author/JB)

ED 361 452　　　　UD 029 464

Morgan, William R.; Ezekiel, Sandra
Supplementary Education for Low-Income Youth: Saturday School at an African American Heritage Center. Research Report #7.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *African Culture; African History; Black Education; *Black Students; *Disadvantaged Youth; *Economically Disadvantaged; Education Service Centers; Elementary Education; Elementary School Students; Ethnicity; *Heritage Education; Low Income Groups; Preadolescents; *Supplementary Education; Urban Education; Urban Youth
IDENTIFIERS- African Americans; *Saturday School

This study examined the effects of African-American preadolescent children attending Saturday programs on African heritage and history offered at an African-American heritage center located in their neighborhood. In the first year, the study planned, designed, and implemented the program on a trial basis at a local community center. The second year saw a modified implementation of the program. Children and staff were interviewed at the end of each year, and participant observation proceeded throughout the 2 years. Each year about 50 elementary school-age students were registered, with about 30 in regular attendance. Assessments of participants and control groups of non-participants at the end of years one and two indicated that attending the program increased knowledge of Africa, positive attitudes about Africa, and preferences for African and African-American materials in the school curriculum. Attendance was unrelated to the children's self-evaluations of their performance of the student role identity after year one and only weakly related to their school achievement test scores after year two. These results are interpreted in the context of three heuristic models of how supplementary education programs can raise the equational outcomes for at-risk youth, developing ethnic identity, student role identity, and academic interest. (Contains 38 references.) (Author/JB)

ED 361 453　　　　UD 029 465

Manning, Philip; Matthews, Sarah H.
Mathematics Instruction in Inner-City Intermediate Schools: An Inductive Approach to Identifying Problems and Crafting Solutions. Research Report #8.
PUB DATE- 93
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Black Youth; *Curriculum Problems; Economically Disadvantaged; Educational Environment;

process. Section II discusses the emergence of the two Puerto Rican communities, their politics, migration patterns, changing perceptions, intercommunity relationships, and migration between the two areas. Section III looks at education and discusses the unique problems faced by both communities: literacy, technology, the impact of migration, retention, and teacher training. This section offers seven recommendations. Section IV considers health issues and delivery systems and policy as well as primary and preventive care, Acquired Immune Deficiency Syndrome, mental health, and 13 recommendations. Section V discusses community economic development starting in the 1960s and continuing particularly in the 1980s. Five findings and 13 recommendations are provided. The final section outlines the agreed-upon agenda for collaboration. Symposia participants with organizational affiliations are listed. (JB)

ED 361 415 UD 029 398

Passel, Jeffrey S.
A Demographic Profile of Puerto Ricans in the United States.
PUB DATE- Nov 92
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Census Figures; *Children; Community Characteristics; *Demography; *Educational Attainment; Family Structure; Hispanic Americans; Marital Status; National Surveys; Population Distribution; Population Growth; Poverty; *Puerto Ricans; Sex Differences; Sociocultural Patterns; *Socioeconomic Status
IDENTIFIERS- Census 1990

This publication offers a demographic and socioeconomic profile of Puerto Ricans in the mainland United States as of 1990. A section on population analyzes size, growth, and geographic distribution. A section on demographic characteristics covers age composition, sex composition, and household structure and marital status. A section on socioeconomic characteristics presents data on education, labor force participation and employment, occupations, and income. This section indicates that the educational attainment levels of Puerto Ricans in the United States are somewhat below those of many other groups, although Puerto Ricans have made significant strides since 1980. In 1990 for the first time more than half (56 percent) of Puerto Ricans had completed 4 years of high school or more. However, poverty remains a serious and persistent problem among Puerto Ricans, with the proportion of Puerto Rican families below the poverty level essentially double the proportion of Cuban and other Hispanic families and five time the proportion of White families below the poverty level. Data are from the 1990 United States census data. Ten tables, 16 figures, and 6 supplemental figures are provided. (Contains 11 references.) (JB)

ED 361 416 UD 029 399

Weis, Lois, Ed.; Fine, Michelle, Ed.
Beyond Silenced Voices: Class, Race, and Gender in United States Schools.
PUB DATE- 93
NOTE- 444p.; A volume in the State University of New York Series: Frontiers in Education, Philip G. Altbach, Editor.
LANGUAGE- English

academic skills necessary to succeed in the skills-based curriculum. However, some children changed from an active and motivated stances to a passive and inactive stance. Mid-year changes in the skills-based curriculum that provided more flexible learning opportunities and use of children's literature resulted in more positively motivated behaviors in these same children. Students continuing in whole language curriculum had similar academic skills, showed no passivity, and retained stability in talk and action documenting a disposition for learning. (Author/AA)

ED 361 434 UD 029 445

March, Judith K.; And Others
The Long-Term Impact of a Staff Development Program on Student Performance in an Urban Setting.
PUB DATE- Apr 93
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Observation Techniques; Classroom Techniques; Elementary Secondary Education; Models; Principals; *Program Effectiveness; *Staff Development; Teacher Behavior; Teacher Effectiveness; Teacher Guidance; *Teacher Improvement; Teaching Skills; *Training Methods; Urban Schools
IDENTIFIERS- Ohio; *TRIVET Program

This study examined the efficacy of Techniques of Responsive Intervention to Validate Effective Teaching (TRIVET) as a model for training administrators and teachers to provide instructional leadership through effective classroom appraisal. The study dealt with the first of a multi-step process to have principals and teachers impact what happens in the classroom by retraining administrators and teachers in how to use a systematic research-based approach of classroom appraisal and analysis. The 45 teachers and 11 principals who volunteered for training and who constituted the 1991-92 cohort were administered a survey questionnaire prior to the beginning of the training. The participants completed the same questionnaire 1 year later. With regard to the effect of TRIVET on student achievement gains, Ohio achievement tests show that pupils with TRIVET trained teachers did a bit better than their peers; and that they had improved attendance, slightly better grades, and improved reading competency. In addition, the program also showed reduced teacher isolation, and the groundwork was laid for a culture of teaching evaluation, change, and excellence. Contains 24 tables and 110 references. (JB)

ED 361 435 UD 029 446

Stevens, Carla J.; Dial, Micah
Comparison of Student Academic Performance at Multi-Ethnic Schools versus Single-Ethnic Schools.
PUB DATE- Apr 93
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

*Ethnography; Inner City; Junior High Schools; *Junior High School Students; Juvenile Gangs; *Mathematics Education; Middle Schools; Neighborhood Schools; Teacher Effectiveness; Teaching Methods; *Urban Schools
IDENTIFIERS- *Middle School Students

An exploration of sources of gang activity in an urban area used ethnographic research with researchers posing as mathematics tutors for 1 year in a school comprising seventh and eighth grades. The "tutors" attended six eighth grade mathematics classes and acted as assistants to the teacher. The classes of 25 to 30 students lasted 40 minutes and were held at a majority black, neighborhood school. The researchers took field notes recording what happened in class focusing primarily on students' interactions with one another and with the teacher and other school employees. An analysis of these observations found that the educational goals of providing knowledge and assessing its transmission were undermined by the following factors: (1) the lack of predictability of schedule and class work from one day to the next; (2) the failure to monitor students' progress; (3) the failure of students to master material taught in previous grades; (4) the rate of student absenteeism from class; and (5) the amount of class time devoted to administrative activities. Observations also indicate that correcting these problems requires three steps: accurate assessment of each student at the beginning of the year, individualized instruction, and careful monitoring of each student's progress in order to provide feedback. (Contains 21 references.) (JB)

ED 361 454 UD 029 466

de Acosta, Martha
The Cleveland Hispanic Community and Education: A Struggle for Voice. Occasional Paper #9.
PUB DATE- Jan 93
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Affirmative Action; Community Action; Community Cooperation; Community Influence; *Community Involvement; Cultural Awareness; Disadvantaged Youth; Elementary Secondary Education; *Equal Education; Higher Education; *Hispanic Americans; Minority Groups; Puerto Ricans; School Community Relationship; *Urban Education
IDENTIFIERS- Cleveland Public Schools OH; *Hispanic American Education; Hispanic American Students; Language Minorities; Ohio (Cleveland)

This paper analyzes the ways in which the Cleveland (Ohio) Hispanic community, made up mostly of Puerto Ricans, has been organizing to increase its involvement in the education of Hispanic youth. In particular, this paper focuses on the past 3 years when new styles of involvement were attempted. This involvement has taken the form of program development, partnership development, and mobilization, which are all focused on cultural sensitivity to the needs of these students, staff training, teaching and advising Hispanic students, funding for scholarships, remedial programs to assist at-risk students, and compiling data about Hispanic students. The paper looks at how Hispanics have identified needs, arrived at policy recommendations, attempted to gain access to individuals and bodies that make educational policy, built community coalitions, and developed their own leadership. These efforts

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Affirmative Action; *Educational Discrimination; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Higher Education; *Minority Groups; Personnel Selection; Racial Differences; *Racial Discrimination; Racial Relations; Sex Differences; *Sex Discrimination; *Social Class; Social Differences; Urban Schools
IDENTIFIERS- Student Empowerment

This book presents the following 16 papers addressing race, class, and gender in U.S. education; institutionalized power and privilege; and policies, discourses, and practices that may silence powerless groups: (1) "Breaking through the Barriers: African American Job Candidates and the Academic Hiring Process" (Roslyn Arlin Mickelson, Stephen Samuel Smith, and Melvin L. Oliver); (2) "Gifted Education and the Protection of Privilege: Breaking the Silence, Opening the Discourse" (Mara Sapon-Shevin); (3) "Testing and Minorities" (Walter Haney); (4) "Sexuality, Schooling, and Adolescent Females: The Missing Discourse of Desire" (Michelle Fine); (5) "Empowering Minority Students: A Framework for Intervention" (Jim Cummins); (6) "The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children" (Lisa D. Delpit); (7) "Joining the Resistance: Psychology, Politics, Girls, and Women" (Carol Gilligan); (8) "Voices of Resistance: Young Women Readers of Romance Fiction" (Linda K. Christian-Smith); (9) "Disruptions: Improper Masculinities and Schooling" (R. W. Connell); (10) "Choices, Not Closets: Heterosexism and Homophobia in Schools" (Richard A. Friend); (11) "White Male Working-Class Youth: An Exploration of Relative Privilege and Loss" (Lois Weis); (12) "Dropouts and the Silencing of Critical Voices" (Robert B. Stevenson and Jeanne Ellsworth); (13) "Resisting Racism: Personal Testimonies of African-American Teachers" (Michele Foster); (14) "Constructing Race at an Urban High School: In Their Minds, Their Mouths, Their Hearts" (Judy Cohen); (15) "The College Experience of Native Americans: A Critical Analysis" (William G. Tierney); and (16) "Beyond the Poverty of Theory in Race Relations: Nonsynchrony and Social Difference in Education" (Cameron McCarthy). An index, information on the contributors, and notes for each paper are provided. (JB)

ED 361 417 UD 029 400

Rury, John L.
Education and Women's Work: Female Schooling and the Division of Labor in Urban America, 1870-1930. SUNY Series on Women and Work.
PUB DATE- 91
NOTE- 293p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Economic Factors; Educational Discrimination; *Educational History; Employed Women; Equal Education; Ethnic Groups; High Schools; *Labor Needs; Labor Supply; *Regional Characteristics; Sex Discrimination; Sex Role; Sociocultural Patterns; *United States History; *Urban Education; *Womens Education

This study examines the development of women's secondary education in U.S. cities in the years between the Civil War and the Great Depression. Chapter 1 looks at the period between 1870 and 1900 when, through the coeducational high school, women came to share in the academic culture traditionally

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Comparative Analysis; Educational Environment; Elementary School Students; Elementary Secondary Education; Hispanic Americans; *Mathematics Achievement; Minority Groups; Multicultural Education; *Reading Achievement; *School Demography; School Desegregation; Urban Schools; *White Students
IDENTIFIERS- Diversity (Student); *Hispanic American Students

This study examined whether students perform better academically if they are in a multi-ethnic school setting, in the minority in a predominantly single-ethnic school, or in the majority at a predominantly single-ethnic school. The study looked at three ethnic/racial groups: White, Black, and Hispanic; and analyzed urban students' mathematics and reading test scores from the fourth through eighth grade. An analysis of variance was used to assess group differences and compare groups of the same ethnicity who were in different school settings. Data from the state education agency's database for students from 1986-87 through 1990-91 from their fourth through eighth grade years were used. Student ethnicity, gender, age, socioeconomic status, and standardized test scores were evaluated. The results suggest that it may be more academically beneficial to minority students for school districts to emphasize desegregating schools rather than promoting single-race schools. In particular, the study shows that the achievement of Black and Hispanic students is positively affected by the presence of a higher percentage of White students in the school. However, White students are adversely affected by being in schools that are predominantly Black or Hispanic. Includes 36 tables and 17 references. (JB)

ED 361 436 UD 029 447

Bauer, Robert; Michael, Robert
They're Still in School: Results of an Intervention Program for At-Risk High School Students.
PUB DATE- Apr 93
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; Compensatory Education; Curriculum Evaluation; *Disadvantaged Youth; Dropout Prevention; *Economically Disadvantaged; Education Work Relationship; *High Risk Students; High Schools; *High School Students; Intervention; School Holding Power; *Vocational Education
IDENTIFIERS- Georgia; *Project Success GA

Project Success is a vocational education program designed to help at-risk 9th and 10th grade students improve their chances for completing high school and obtaining employment implemented at Bainbridge High School in Georgia. Prospective students are economically disadvantaged, scored below the 25th percentile on a standardized test, received a grade of "D" or below in a vocational class, and need support services. The program focuses on a combination of competencies for occupational entry, adjustment, and advancement in a vocational field and on remediating individual deficiencies in reading, language, and mathematics. The program addresses life adjustment and career seeking skills, positive study skills, psychological and social have resulted in consolidation of an educational issues coalition and the creation of a Hispanic Steering Force at a local community college. In addition, the paper explores and analyzes how the positioning of the Hispanic community vis a vis other groups has led to specific positions in its struggle to improve the access of its youth to educational opportunities. (Contains 28 references.) (JB)

ED 361 455 UD 029 467

Beady, Charles H., Jr.; Beady, Maxine O.
A Systemic Approach to Creating an Effective Academic Environment for African American Students: Lessons from a Private School. Occasional Paper #7.
PUB DATE- Jan 93
NOTE- 35p.; Paper presented at a Conference of the Urban Child Research Center (Cleveland, OH, April 15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Black Students; Black Youth; *Disadvantaged Youth; Economically Disadvantaged; Educational Discrimination; Educational Environment; *Educationally Disadvantaged; Elementary Secondary Education; Nondiscriminatory Education; Private Schools; *Racial Discrimination; Student Attitudes; Student Behavior; *Student Motivation
IDENTIFIERS- *Academic Futility; African Americans; Piney Woods Country Life School MS

This paper explicates methods to motivate African American students to exhibit attitudes and behaviors that are conducive to high academic achievement. In particular, it argues that educational models must acknowledge and correct students' sense of academic futility. Academic futility measures student perceptions of the extent to which factors in the academic environment inhibit success in school. Student academic futility is the student's feeling that the academic "deck of life" is stacked against them and that there is relatively little they can do to overcome this. The paper describes using popular culture in several interventions as an academic futility intervention tool, particularly materials that use cartoons and illustrations to help students overcome academic futility. Another section describes developing a school climate to impact students' sense of futility in 8 years at the Piney Woods Country Life School, a rural Mississippi private school serving African American students from low socioeconomic backgrounds. This section explains the academic grounding of academic futility intervention approaches and their implementation at Piney Woods, including needs assessment, curriculum development, staff development, student development, physical environment, administration, and resource development. Appendixes contain questions for the academic futility scale, an example of an intervention poem, and research findings. (Contains 37 references.) (JB)

ED 361 456 UD 029 468

Johnson, Robert C.
Providing African-American Students Access to Science and Mathematics. Research Report #2.
PUB DATE- 92

reserved for males. Chapter 2 looks at who went to schools and why and finds that most females attended school to better prepare themselves for marriage and the growing demands of family in the modern industrial social order. Chapter 3 considers labor force participation and education between 1890 and 1930 and argues that during this time broad contours of ethnic division of labor in women's work began to take shape. Chapter 4 describes women and the high school culture during 1890-1930 and shows that a strong vocational impulse shaped secondary education, that most changes were concerned with meeting local labor force demands, and that for the first time a distinctive "female" curriculum emerged. The final chapter compares developments in specific cities and describes how local economy and demand shaped educational policy and participation. Includes a statistical appendix on teenage school attendance in the late 19th century, notes for each chapter, and an index. (JB)

ED 361 418 UD 029 427

Sleeter, Christine E., Ed.
Empowerment through Multicultural Education.
PUB DATE- 91
NOTE- 347p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Black Students; Cultural Awareness; *Cultural Differences; Culture; Curriculum Development; *Disadvantaged Youth; Elementary Secondary Education; Females; Higher Education; *Minority Groups; *Multicultural Education; Teacher Education; Teaching Methods; *Urban Schools
IDENTIFIERS- Appalachian People; Language Minorities; *Student Empowerment; *Teacher Empowerment

Questions about student diversity are examined by considering the extent to which society serves the interests of all, and by examining the empowerment of members of oppressed groups to direct social change. The contributions of multicultural education to empowering young people are highlighted. After an introduction by Christine E. Sleeter, the following chapters are presented: (1) "Doing School in an Urban Appalachian First Grade" (Kathleen Bennett); (2) "Mapping Terrains of Power: Student Cultural Knowledge versus Classroom Knowledge" (Christine E. Sleeter and Carl A. Grant); (3) "Peer-Proofing Academic Competition among Black Adolescents: 'Acting White' Black American Style" (Signithia Fordham); (4) "Disempowering White Working-Class Females: The Role of the High School" (Lois Weis); (5) "A Curriculum for Empowerment, Action, and Change" (James A. Banks); (6) "Empowerment through Media Literacy: A Multicultural Approach" (Carlos E. Cortes); (7) "Cooperative Learning as Empowering Pedagogy" (Mara Sapon-Shevin and Nancy Schniedewind); (8) "Teaching Children about Social Issues: Kidpower" (Valerie O. Pang); (9) "Classroom Use of African American Language: Educational Tool or Social Weapon?" (Selase W. Williams); (10) "The Empowerment of Language-Minority Students" (Richard Ruiz); (11) "Changing Our Ideas about Ourselves: Group Consciousness Raising with Elementary School Girls as a Means to Empowerment" (Lee A. Bell); (12) "Who Is Empowering Whom? The Social Construction of Empowerment" (Susan R. Takata); (13) "The Rationale for Training Adults as Teachers" (Martin Haberman); and (14) "The Power To Empower: Multicultural Education for Student-Teachers" (Renee Martin).

needs, and vocational interests. Students work with their teachers to prepare a resume, complete job applications, practice being interviewed for a job, and learn how to maintain and keep a job. An evaluation of the program looked at test achievement, attendance, program holding power, and student performance; and used pretest and posttest results and teacher records. These measures showed that the first year of the program saw a significant improvement in the students. In the second year, an even greater improvement in attendance, grades, attitude, and test scores was found. In addition, program effectiveness was thought to depend on the teacher's competence. Includes 11 tables. (JB)

ED 361 437 UD 029 448

Schneider, Ilene
Community-Sponsored Jewish Supplementary High Schools: Implications for Catholic School Closings and Mergers in the Archdiocese of Philadelphia.
PUB DATE- Apr 93
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Catholics; *Catholic Schools; Church Role; *Community Role; Community Schools; *High Schools; Jews; School Closing; School Community Relationship; School Organization; School Surveys; *Supplementary Education; *Urban Schools
IDENTIFIERS- *Archdiocese of Philadelphia PA; Catholic Church; *Jewish Day Schools

This study assesses community-sponsored Jewish supplementary high schools, and its implications were analyzed and applied to proposed closings and mergers among Catholic schools in Philadelphia (Pennsylvania). Data were gathered via administration of a questionnaire, follow-up interviews, an examination of published articles and reports and archival materials from a specific community, and interviews with key community members. Forty-eight communities with community-sponsored supplementary Jewish high schools responded. The research also included a case study of one community where two supplementary high school systems merged. It is concluded that a community can have a successful supplementary school if: (1) the school is founded by synagogues in consort with a central agency; (2) the school is trans-ideological; (3) there is full participation by the rabbis; (4) expediency is not the sole motivation; (5) the location is fairly central; and (6) there is trust and desire to cooperate among stakeholders. These findings have application for reversing plans to close Philadelphia Catholic schools; in particular, stakeholders should be included in the decision process, merged school traditions should be protected, and the laity should have the trust of the clerics and be given a more significant role in school functioning. Contains nine references. (JB)

ED 361 438 UD 029 449

Porter, A. P.
Kwanzaa.
PUB DATE- 91
NOTE- 57p.; Pictures by Janice Lee Porter.

NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Access to Education; *Black Education; Black Students; College Students; Cultural Influences; Economic Factors; Educational Discrimination; Educationally Disadvantaged; Elementary School Students; Elementary Secondary Education; *Equal Education; Higher Education; *Mathematics Education; Nondiscriminatory Education; Racial Discrimination; *Science Education; Secondary School Students; Social Influences
IDENTIFIERS- *African Americans; Afrocentrism

This review examines African American students' access to science and mathematics education, their status and achievement in these fields, factors influencing achievement, and strategies to address the current situation. African Americans are highly underrepresented in the scientific and technical fields. This situation should be corrected because the nation will need increasing numbers of citizens in these areas, because it is in the interest of the African American community to have their community represented in these important fields, and because greater representation will address social inequity. Statistics on black students' performance in mathematics indicate that they are the poorest performers of any group. This situation may be influenced by historical, psychosocial, institutional, behavioral, cognitive, and cultural factors. Proposed solutions to the problems of minority underrepresentation in science and engineering include structural reform of the public school system; Afrocentric education; intervention programs; increased roles for black colleges and universities; black self-help and community programs; and collaborative models involving the government, business, education, and community. Seven graphs are included. (Contains 36 references.) (JB)

ED 361 457 UD 029 469

Trump, Kenneth S.
Youth Gangs and Schools: The Need for Intervention and Prevention Strategies. Occasional Paper #1.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Problems; *Disadvantaged Youth; Economically Disadvantaged; Elementary Secondary Education; *Intervention; *Juvenile Gangs; Minority Groups; Needs Assessment; *Prevention; School Districts; School Policy; School Role; School Safety; Sociocultural Patterns; Urban Schools; *Urban Youth; Violence
IDENTIFIERS- *Cleveland Public Schools OH

This paper offers an analysis of urban youth gangs and intervention and prevention strategies for schools, and describes an example of a Cleveland (Ohio) school-wide response. After reviewing the scope of the problem and recent attention to gangs and youth violence, the paper looks at why youth join gangs and lists 12 conditions. Another section explains gang growth and development based on the author's 7 years of experience in working with gangs in schools. An exploration of school impact and responses argues the importance of recognition, acknowledgement, and definition.

References are grouped by chapter. (SLD)

ED 361 419 UD 029 428

Taylor, Earl J., Jr.; And Others
The Peoples Multicultural Almanac: America from the 1400s to Present. 365 Days of Contributions by African Americans, Asian Americans, Hispanic Americans, Native Americans, European Americans.
PUB DATE- 94
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reference Materials - General (130)
DESCRIPTORS- *American Indians; *Asian Americans; *Black Achievement; Childrens Literature; Cultural Awareness; Cultural Differences; Ethnic Groups; *Hispanic Americans; Instructional Materials; *Multicultural Education; Political Influences; Reference Materials; Social Influences; *United States History; Whites
IDENTIFIERS- African Americans; Native Americans

The Peoples Multicultural Almanac provides five entries for each day in the school year, September through May, organized for the following ethnic groups: (1) African Americans; (2) Asian Americans; (3) European Americans; (4) Hispanic Americans; and (5) Native Americans. The entries highlight significant social, political, historical, cultural, and artistic people and events as they have had impact on the United States within the global community. The gender balance for the entries is roughly half male and half female. Each page is illustrated with authentic ethnic motifs. A concise calendar provides one or two entries for each day of the summer months. (SLD)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *African Culture; Black Community; Black Culture; *Black History; Black Youth; Books; *Childrens Literature; *Heritage Education; *Holidays
IDENTIFIERS- *African Americans; *Kwanzaa

This book for children describes and explains the African American celebration, Kwanzaa. The book describes how Maulana Karenga, an African-American teacher, started the custom in 1966 in order to teach African Americans about their history and about African customs. The text briefly reviews the history of enslavement of blacks since before the Revolutionary War and the conditions of African American life in the United States. The book explains Marcus Garvey's creation of the red, black, and green bendera flag. In describing the celebration of Kwanzaa, the text and pictures explain the days of celebration and the symbols of woven placemat, cup, fruits and vegetables, corn, candles, a special candle holder, and gifts. The text then discusses the seven principles of Kwanzaa, one for each day of the holiday period: Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Collective Work and Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), Kuumba (Creativity), and Imani (Faith). Also included are a list of the things necessary to celebrate Kwanzaa and a glossary and pronunciation guide to key Swahili terms used in Kwanzaa celebrations. (JB)

ED 361 439 UD 029 450

Steinberg, James B., Ed.; And Others
Urban America: Policy Choices for Los Angeles and the Nation.
PUB DATE- 92
NOTE- 374p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Children; Correctional Rehabilitation; Crime; Drug Abuse; Elementary Secondary Education; Essays; Family Life; Government Role; Homeless People; *Policy Formation; *Poverty; *Public Policy; *Sociocultural Patterns; Urban Education; *Urban Problems; Urban Youth; Welfare Services
IDENTIFIERS- *California (Los Angeles); United States

This volume presents 13 essays on urban problems in the United States, particularly in Los Angeles (California) following the 1992 riots, and policy options for the future. Part 1 addresses policies of the past three decades; Part 2 looks at children, youth, and families; Part 3 discusses crime and criminal justice; and Part 4 examines public services and social welfare. Chapters are as follows: (1) "Public Policy and the Inner City across Three Decades" (Robert A. Levine and Barbara R. Williams); (2) "The Widening Income and Wage Gap between Rich and Poor: Trends, Causes, and Policy Options" (Lynn A. Karoly); (3) "Families, Children, Poverty, Policy" (Julie DaVanzo); (4) "Helping Urban Teenagers Avoid High-Risk Behavior: What We've Learned from Prevention Research" (Phyllis L. Ellickson); (5) "Urban Education" (Paul T. Hill); (6) "Military Service: A Closing Door of Opportunity for Youth" (James R. Hosek and Jacob Alex Klerman); (7) "Crime and Punishment in California: Full Cells, Empty Pockets, and Questionable Benefits" (Joan Petersilia); (8) "Reforming

Policy and administrative responses must develop local and specific definitions of gang activity, prompt institutional action and attention, and leadership and cooperation among school and local authorities. School intervention and prevention strategies require strong organizational commitment from both school boards and school administrators, unmistakable policies forbidding weapons on school property and enforcing school safety, staff and parent training, and establishment of cooperative ongoing relationships with police and social agencies serving students. The Cleveland (Ohio) Public Schools' gang intervention and prevention program and its Youth Gang Unit has seen a 26 percent reduction in gang related incidents during the first 8 weeks of Year 2 of the project. (Contains 10 references.) (JB)

ED 361 458 UD 029 470

Garibaldi, Antoine M.
Improving Urban Schools in Inner-City Communities. Occasional Paper #3.
PUB DATE- 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Economically Disadvantaged; Educational Finance; *Educational Improvement; Effective Schools Research; Elementary Secondary Education; Equal Education; Guidelines; High Schools; *Inner City; *Institutional Characteristics; Minority Groups; *School Effectiveness; *Theory Practice Relationship; *Urban Schools; Urban Youth
IDENTIFIERS- *Effective Schools Movement

This paper explores the recent two decades of school reform efforts and focuses on application of the Effective Schools movement's ideas in urban, economically depressed communities. Five common characteristics of effective schools are teacher and other staff who believe that all children can learn; safe, orderly, and work-oriented environments; principals who are instructional leaders; involved parents; and regular monitoring and feedback on academic progress. Transforming these principles into practice requires challenging instruction and demanding teachers. An evaluation of eight highly effective high schools in four states found that common characteristics included: (1) teachers describing their schools as pleasant environments where goals and rules were well articulated; (2) low teacher turnover rates; (3) principals who were instructional leaders; (4) teachers who felt that they had a meaningful role in school decision-making; (5) teachers who felt the support of administrators, parents, and community; (6) students who were positive about the school's learning and social atmosphere; (7) parents who were proud of the school and praised teachers and principals; and (8) community support provided in the form of college scholarships and sponsorship of school activities. The paper concludes that schools in inner-city communities that serve large numbers of non-white children can be as effective as any other school. (Contains 28 references.) (JB)

ED 361 459 UD 029 471

Takagi, Dana Y.
The Retreat from Race: Asian-American Admissions and Racial

Abood, Nancy V.

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(133) Reference Materials - Geographic Materials

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